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ABSTRACT

The Merrimack Valley Branch of the University of New Hampshire became acutely aware of the need for trained library aides to assist in the local schools, industrial and public libraries of the greater Manchester, New Hampshire area. The administration also realized that there were many people in the community interested in (1) furthering their education and (2) increasing their employment potential. They identified the major premise to be that a paraprofessional course of instruction could make significant and urgently needed contributions to New Hampshire's libraries when wisely and efficiently employed in a climate of constructive cooperation. In this way, the service process of a library can be enriched to different degrees by library assistants. They are not intended to replace professional librarians, but to take their place in the total service aspect, as part of a carefully coordinated approach to assistance, which helps deploy the resource appropriate to the need of the clientele. In 1971, the Office of Education, Bureau of Libraries and Learning Resources directed their Title 11-B funding to provide more responsive library services to disadvantaged and minority groups by recommending training members of such groups as well as others so that they too might enter the paraprofessional ranks as library aides. (Author)

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LIBRARY TECHNICAL ASSISTANT – A PARAPROFESSIONAL TRAINING INSTITUTE

INTERIM REPORT

September 1972

LI 004 269

TACONIC DATA RESEARCH, INC., – EDUCATION SYSTEMS DIVISION
UNIONDALE, NEW YORK

ED 075033

INTERIM REPORT FOR THE EVALUATION OF A LIBRARY TECHNOLOGY INSTITUTE FOR PARAPROFESSIONALS

Prepared for

MERRIMACK VALLEY BRANCH

UNIVERSITY OF NEW HAMPSHIRE - MANCHESTER, NEW HAMPSHIRE

Under Contract No. OEG-0-71-8515

With The

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

OFFICE OF EDUCATION

BUREAU OF LIBRARIES AND LEARNING RESOURCES

SEPTEMBER 1972

Prepared by

TACONIC DATA RESEARCH, INC.

EDUCATION SYSTEMS DIVISION

UNIONDALE, NEW YORK, 11553

FORWARD

The Merrimack Valley Branch of the University of New Hampshire became acutely aware of the need for trained library aides to assist in the local schools, industrial and public libraries of the greater Manchester, New Hampshire area. The administration also realized that there were many people in the community interested in (1) furthering their education and (2) increasing their employment potential.

They identified the major premise to be that a paraprofessional course of instruction could make siginficant and urgently needed contributions to New Hampshire's libraries when wisely and efficiently employed in a climate of constructive cooperation. In this way, the service process of a library can be enriched to different degrees by library assistants. They are not intended to replace professional librarians, but to take their place in the total service aspect, as part of a carefully coordinated approach to assistance, which helps deploy the resource appropriate to the need of the clientele.

In 1971, the Office of Education, Bureau of Libraries and Learning Resources directed their Title II-B funding to provide more responsive library services to disadvantaged and minority groups by recommending training members of such groups as well as others so that they too might enter the paraprofessional ranks as library aides.

In response to this awareness, the Merrimack Valley Branch developed a proposal which was submitted to the Bureau of Libraries and Learning Resources, Office of Education for the development of a training program for library paraprofessionals. Subsequently, a contract for this program was awarded to Merrimack Valley Branch, University of New Hampshire. This document is a report of their first year of operation.

Alfred J. Schutte', Ed.D.
Director - Education Systems Division
Taconic Data Research, Inc.,
Uniondale, New York

PREFACE

It is gratifying to see a new program develop which meets the special needs of a large urban area of New Hampshire.

The concept of study and related work experience has made it possible for individuals to realize their potential, educationally and personally. Otherwise, they may not have been able to do so. Additionally, participating students who successfully complete the program will have an open door to job opportunity. This program for training library technical assistants melded together the combined efforts of community leaders, educators, representatives of the State's only Model City Agency, professionals in the library field and participating students.

Library technical assistant paraprofessional training at the Merrimack Valley Branch of the University of New Hampshire could be a model for other institutions. While this is patterned to serve needs in the library service field, the basic design and scope may serve as a working example applicable to other career fields.

Dr. Alfred J. Schutte' has conducted a thorough study of materials and data that was collected by personal contact and questionnaires. He and others of his team have made many visits observing classroom instruction and library work as well as participating in meetings with the staff and advisory committees. This interim report by Taconic Data Research Inc. is a first phase evaluation of curriculum, instruction and materials. We look forward to the second phase of the work-study experience.

Gordon O. Thayer, Ed.D.
Director - Merrimack Valley Branch
University of New Hampshire
Manchester, New Hampshire

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SECTION 1
INTRODUCTION

PURPOSE OF THE STUDY

The need to employ supportive personnel in the myriad libraries across the country seems axiomatic. The activities and program vary, depending upon the particular type of library and the particular type of clientele, but the semi-professional jobs concerned mainly with procedures and activities have become increasingly important. In order for the professional librarian to supervise and manage successfully while concerned with the needs and interests of people, it is imperative that he be free from routine tasks. The paraprofessional, therefore, is a very important supportive person, assisting with acquisition and preparation of materials, cataloging and classification, and circulation.

The federally-sponsored Model Cities Neighborhoods program for paraprofessionals in Manchester, New Hampshire, was started in September 1971 for a period of two academic years and two summer sessions in order to combine both academic and work experience with emphasis on performance. Employment opportunities and the need for library technical assistants in the area was carefully assessed by an advisory council. This group, consisting of leading librarians and educators in the state, convened over a year before in order to plan the development of the Library Technical Assistant program. In addition, subcommittees were formed for recruitment, personnel, and curriculum.

The Merrimack Valley Branch of the University of New Hampshire, located in a Model Cities area, had been offering courses in library science prior to the submission of the proposal. When the opportunity was presented under Title II, Part B, Higher Education Act of 1965, Public Law 89-329, as amended, the Director, Dr. Gordon O. Thayer and the Advisory Council, submitted a proposal, titled "Para-Professional Cooperative Education Librarianship Institute" intended to train paraprofessionals in librarianship as a new option under the Associate in Arts degree. The target was a group of disadvantaged minority groups and Model Cities residents to participate in a cooperative education component involving on-the-job experience, and a partnership participatory relationship with the Manchester, New Hampshire, Model City Agency, the only one in the state.

The work-study project will lead to an Associate in Arts degree providing two options: a terminal experience program with an Associate of Arts degree; or within the concept of a career ladder, opportunity to continue studies in the field and attain a Bachelor's degree. (See Appendix A.)

This study comprises one year of a two year projection. It should provide insight for bringing disadvantaged citizens into a career program involving higher education. It should disclose how federal funding can be directed at improving depressed area residents with lifelong attributes through education and training. Further, this report should indicate a successful recruitment program, placement procedures, and the unique development of a cooperative educational consortium involving a University, varied-purpose libraries, and federal agencies. As such, it might illustrate how this project could be a model for the development of future programs of a similar nature and also for other professions, including paraprofessionals working with physically handicapped, public health, medicine, engineering, some aspect of law, business, et al.

RECOGNITION

Recognition must be given to members of the Advisory Council, including Dr. Gordon O. Thayer, Director of Merrimack Valley Branch and Professor Fred Robinson, Assistant Director, Merrimack Valley Branch, University of New Hampshire; Mr. John R. Loughlin, Coordinator of Cooperative Education, University of New Hampshire; Mrs. Shirley Adamovich, Merrimack Valley Branch Program Coordinator; Dr. Alfred J. Schutte', Taconic Data Research, Inc., Uniondale, New York, Office of Education Evaluator and Model Development; and the following consultants: Mr. Joseph G. Sakey, Library Director, Nashua, New Hampshire Public Library; Mr. Herbert Deutsch, Library Media Coordinator, Hauppauge, New York, Public Schools and Library School, C.W. Post College; and Miss Dorothy Anderson, Leadership Training Institute, Washington, D.C.

This material was developed by Taconic Data Research, Inc., Uniondale, New York, under the direction of Dr. Alfred J. Schutte', serving as project evaluator and model developer and Mr. Deutsch serving as compiler and researcher pursuant to a contract No. OEG-0-71-8515 with the Bureau of Libraries and Learning Resources, Burton E. Lamkin, Associate Commissioner, and the Training and Resources Branch, Frank A. Stevens, Chief.

Taconic Data Research, Inc., is indebted to members of the Bureau of Library and Learning Resources for their guidance and direction in fulfilling the objectives of this interim report.

SECTION 2

PURPOSE AND OBJECTIVES OF THE INSTITUTE

Emphasizing on-the-job training opportunities with cooperating libraries in conjunction with college course studies in Library Science, a Library Technical Assistant program at the Merrimack Valley Branch of the University of New Hampshire has produced in the first year individuals who can offer substantial support to existing or new library programs.

Begun in September 1971 with $77,029 in Federal funds, the program has enabled 27 individuals, 12 who are residents of a Model City and 15 who are not, to attend classes, to combine laboratory work, and to be employed in managing, developing, and utilizing print and non-print media for prospective clientele.

Why the Library Technical Assistant?

Even a brief survey of the literature on libraries is enough to indicate that the role of the professional librarian has changed. He is no longer a custodian of printed materials with rigid circulation schedules for books and periodicals. The librarian's concerns are now with productive features of all types of media. In a school setting, the librarian plays a major role in meeting the needs of each individual student. The break away from the self-contained classroom and the concept of a single textbook have been overturned by a belief in small group instruction, individualized and independent study. Carefully selected materials serve many instructional purposes. Each type of materials - print and non-print offers a unique contribution and material in one format often supplements that in another.

The public library likewise offers a new perspective to the professional librarian. While helping to solve proolems for people ranging from first graders to Ph D's, the librarian may be involved in assisting a researcher, lead pop music sessions for teenagers, conduct story and film hours, and plan programs for clubs.

In New Hampshire, libraries are very much a part of the education picture. The need for paraprofessionals to assist professional staff members to achieve the desired goals was all too apparent. Librarians in special libraries, public libraries, and those in the academic and school libraries all expressed interest in and confirmation for the Library Technical Assistant Program either through membership on the Advisory Council or at Library meetings. Many librarians sent employees to Merrimack Valley Branch to take Library Technical Assistant courses, which actually have been in effect since 1969.

The Library Science Institute Program recognized the need to train paraprofessionals for libraries of all kinds, including public, college, school and special in order to free professional librarians from various technical tasks and duties that might hamper the full utilization of their professional specialized education and knowledge. It is also important to note that most of the 217 public libraries in New Hampshire, of which 141 serve town population of under 2,000 people, are manned by paraprofessional librarians. To help these people to function productively, the state library system offers professional library consultants, as well as extension service, bookmobiles, centralized processing, and a telephone interlibrary loan system among the larger libraries. North County Film Library Cooperative, a tri-state venture (Maine, Vermont and New Hampshire) is a depository for audiovisual materials including 16mm films. These are supplied free of charge to requesting libraries.

The specialty market for paraprofessionals to fill staff needs for the small libraries in New Hampshire, under the guidance of professional library consultants, will continue for quite some time.

Another area for employment of paraprofessional librarians exists in the elementary schools of the state. While professional school librarians are available in the secondary schools, many of the 356 elementary schools cannot afford professionals.

The New Hampshire State Library, under the direction of Emil W. Allen, Jr., is presently working on job descriptions which will encompass and define the various levels of library career positions to include the Library Technical and Library Media Assistant so that the job category will become an official part of the library service patterns in the state.

Library personnel structure and standards are also being developed at this writing by the Advisory Council of Libraries and these energies will aid in the continuing search for better and more far-reaching statewide library service as well as identifying the various methods, personnel, and facilities needed to meet this objective.

The Advisory Council set out to train disadvantaged minority groups and Model Cities residents by combining work-training experiences at several participating libraries and an educational program in general education and library science including media and information services leading to an Associate in Arts degree.

Further, it was determined that in the Manchester Model Cities Neighborhood, there was a sizeable segment of residents who had not developed to the fullest potential of their personal, social, and employability levels. These same residents had no opportunity to achieve any paraprofessional level employment. A significant problem in the predominately Franco-American and other minority group people (Puerto Rican, Ukranian, Greek and Polish) Model Cities area is undertraining and underemployment of educable people.

According to the State Department of Employment Security Division of Reports and Analysis, 1969 New Hampshire Report, 650 library aides or assistants will be required by 1975. The Advisory Committee was able to identify 25 job opportunities for paraprofessionals in more than 60 public school, college and special libraries. This cluster is located in New Hampshire's three largest cities, Manchester, Concord and Nashua, together with 35 smaller contiguous communities.

During the planning period, when librarians, library educators, special consultants, state educational agency officials, business and industry leaders, and the Model City Agency officials were interviewed, a number of task descriptions and functions were gathered. On the basis of these analyses, it was logically possible to infer the comprehensiveness of the participants training and education in terms of what they were actually required to do on the job.

In another effort to determine the extent to which current programs are training library paraprofessionals to perform the various functions, colleges and state library associations were surveyed. This was done in order to judge the adequacy of training currently being provided library technical assistants in the country as a whole.

An important source of information was the publication Library Technical Assistant; A Suggested Two Year Post High School Curriculum, published by the U. S. Department of Health, Education and Welfare, Office of Education (OEG-0-70-4955). In addition, ERIC (Educational Resources Information Centers) was consulted for evaluation reports describing other Model Cities training programs and auxiliary personnel studies.

After the planning period, the purposes and objectives were classified and a structure for administration was developed. In addition, basic and specific skills required of each person selected in the program were listed, as well as methods of evaluation.

The specific objectives of the Merrimack Valley Branch Library Institute include:

- To offer a program which will fulfill the career objectives of a group of people; the effectiveness of program to be ultimately measured by success of their integration into the work force.
- To offer a program consistant with the University of New Hampshire requirements for an Associate of Arts degree.
- To offer a two-year Associate of Arts degree which is not terminal, so that students may build on it to reach the Bachelor of Arts if desired.
- To provide a program available to the educationally deprived and culturally underprivileged of the Model Cities area in Manchester, New Hampshire.
- To offer a program designed to train students able, upon graduation, to fill a work need in New Hampshire.
- To improve library services in New Hampshire by providing a trained paraprofessional work force to relieve the professional librarian of the paraprofessional duties.
- To provide students with actual work experience in libraries before graduation.
- To provide students with Library Science technical skills (as will be stated in the task analyses and behavioral objectives for each course) acquired during the two-year training program.
- To publicize library work so that the community at large will be better informed so that better support for New Hampshire Libraries may be achieved.

SECTION 3
ORGANIZATION AND ADMINISTRATION

The framework of action and training, including designs for courses of study, instruments to analyze and evaluate task and maintenance functions on-the-job, and mechanisms for processing evaluative information were developed by the administrative staff of The Merrimack Valley Branch of the University of New Hampshire, The Advisory Council of Librarians, and The U. S. Office of Education. (See Figure 1.)

The Public Library Techniques courses were started in 1954 by the State Library and the University of New Hampshire, a joint effort to improve the quality of library service in our many small-town libraries by training non-professional workers in these libraries in the science of librarianship. These courses were limited to persons in the public libraries and many people came from outside New Hampshire; they attended classes for a three-week period in the summer. Because of demand these courses began to be offered in the fall and spring semesters at Durham, Keene and Plymouth starting in the autumn of 1966 - still limited to persons working in public libraries.

The graduate program in library science was also in operation starting in 1959 or 1960 and was open only to persons already having the B.A. This program resulted in a Masters in Ed. with 24 credits in school library science and was designed to train school librarians.

These two educational arrangements left a large number of people out; persons working in school libraries who had no degree and persons interested in library who were not employed. Therefore, certificate courses were started in 1968 at MVB and Durham - that were designed for anyone who wanted to take some non-credit and later two-credit courses in library science.

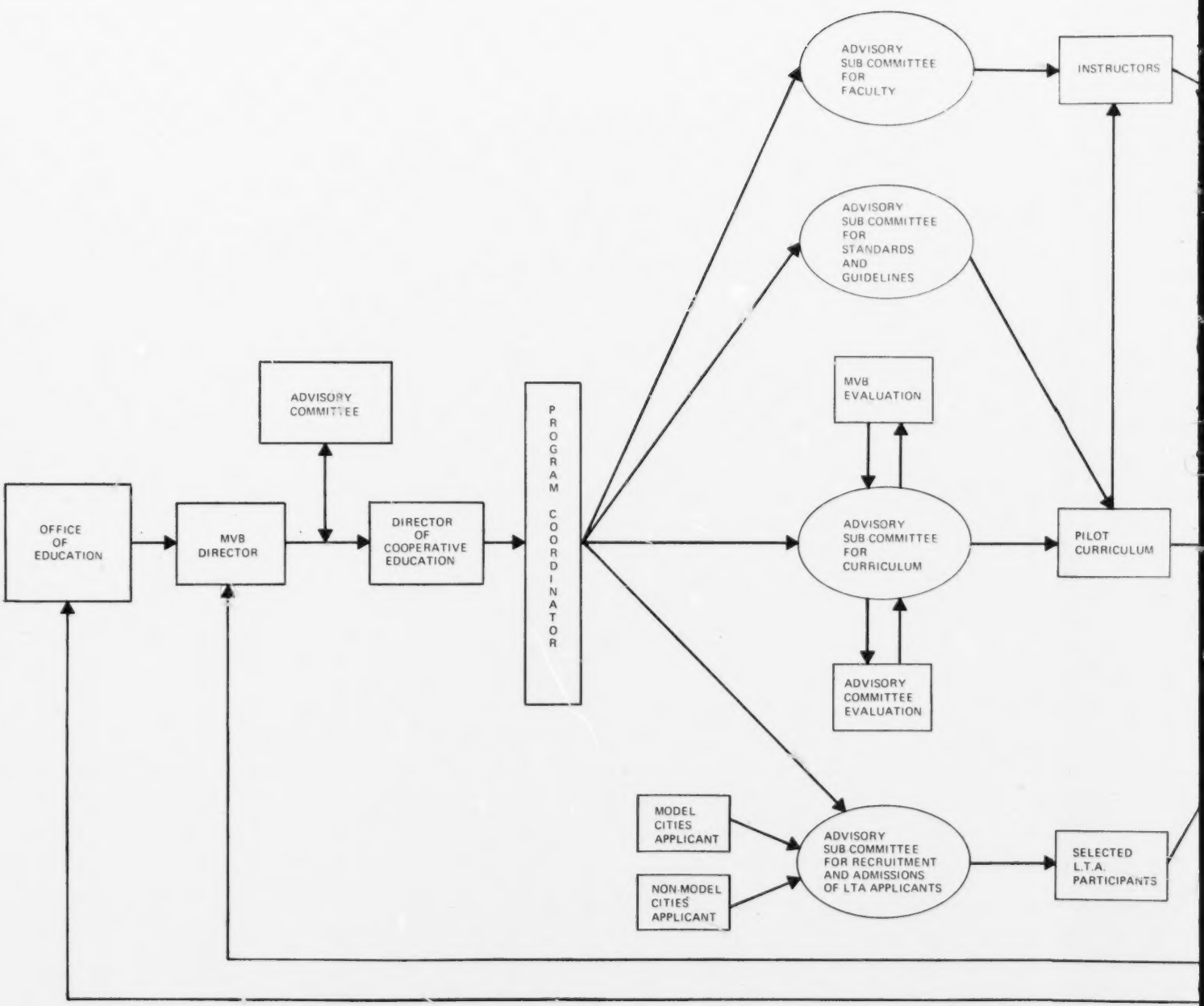
The basic curriculum consisted of Introduction to Public Libraries, Cataloging and Classification, Informational Services, Children's Programs, Children's Literature, Services for Adults and Young Adults, Book Selection, and Administration of Small Public Libraries. The courses were primarily designed to enable library assistants to develop an understanding of the institution they were working in, to develop an ability to draw from many approaches, i.e., choosing materials appropriate to children's needs, and to develop in general, a facility for dealing with people.

A second program of library education commenced in 1968 at both the Merrimack Valley and Durham campuses. A Certificate of Achievement was awarded to students completing three courses designed to train individuals from various library backgrounds, including special schools or academic schools. The new courses offered were Support for Technical Services, Support for Public Services, and Support for Media Services.

The foregoing examples illustrate the awareness and concern that was apparent in the state concerning library service and the educational needs for the non-professional library staff members. The State Library and the University of New Hampshire have endeavored to recruit, develop and utilize library manpower fully through joint-sponsored programs and energetic publicity.

ADVISORY COUNCIL

The membership of the Advisory Council comprise representatives from state libraries, special libraries, public libraries, elementary school libraries, secondary school libraries, academic libraries, state education department officials, and college and university coordinators and administrators. Members are appointed and serve without compensation.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MVB EVALUATION
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PILOT CURRICULUM
ADVISORY COMMITTEE EVALUATION
MODEL CITIES APPLICANT
NON-MODEL CITIES APPLICANT
ADVISORY SUB COMMITTEE FOR RECRUITMENT AND ADMISSIONS OF LTA APPLICANTS
SELECTED L.T.A. PARTICIPANTS

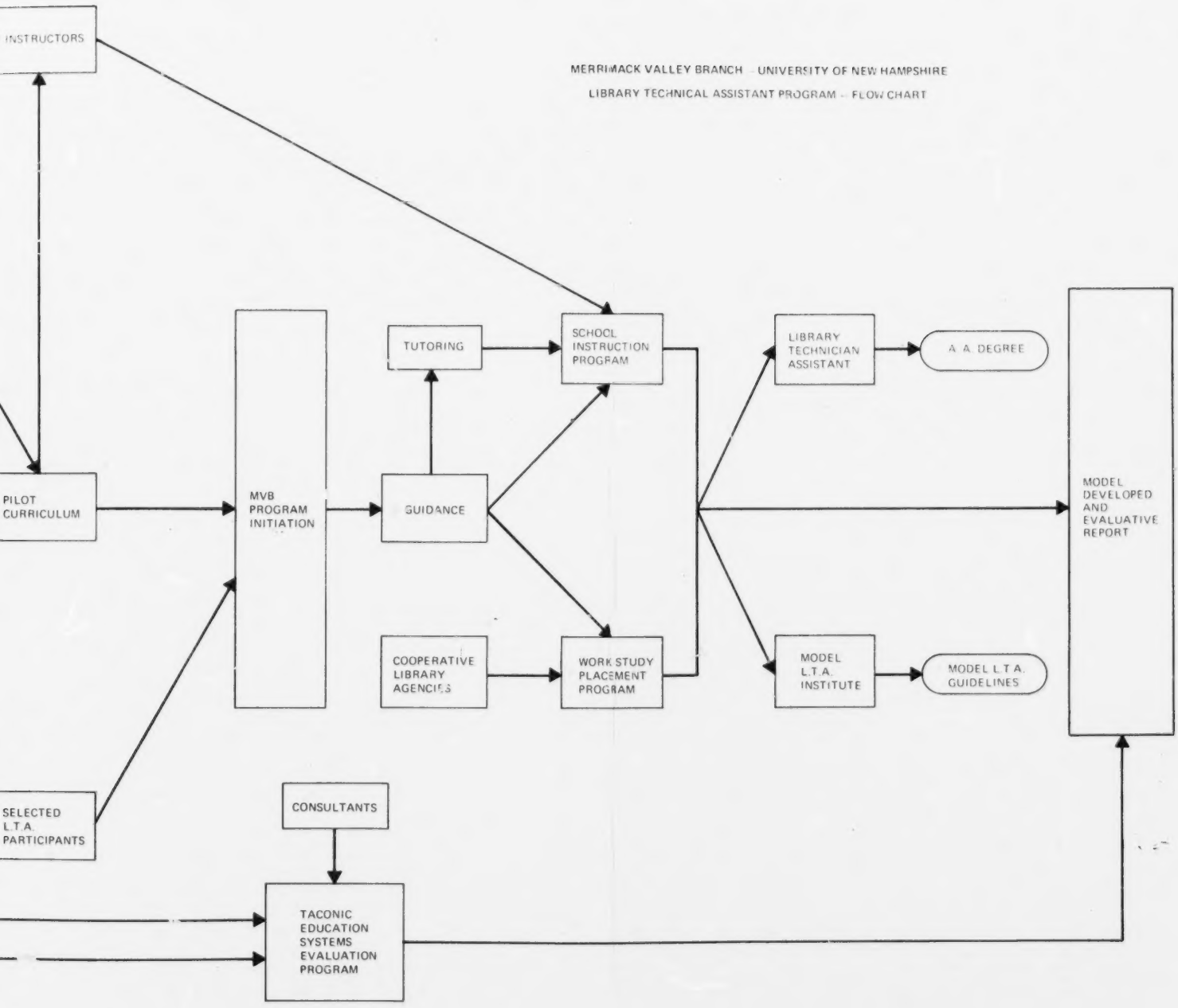

Figure 1. Library Technical Assistant Program - Flow Chart

Through the efforts of this committee extensive surveys were conducted to determine and define the need for a paraprofessional program for Library Technical Assistants; to learn the types of personnel presently employed and their respective tasks and responsibilities; and the possible employment opportunities in the Model Cities Neighborhood (Manchester). Further studies were made to identify relevent curricula and effective design of facilities in order to reflect the depth and variety of the program. A faculty was employed who were sensitive to the needs of the participants and were able to provide direction, motivation matter, and leadership.

Various members of the Advisory Council have also formed subcommittees in order to facilitate the program.

RECRUITMENT COMMITTEE

This group's responsibility is the dissemination of information and publicity to local press and other agencies regarding the program. It also serves as the public relations branch of the program.

PERSONNEL COMMITTEE

This committee is composed of the Director of the Merrimack Valley Branch, faculty members, the Director of the Model Cities Agency, his assistant, and the Vice Provost for Academic Affairs of the University. The committee is responsible for faculty appointment.

CURRICULUM COMMITTEE

The primary responsibility of this group is to help the Director, faculty, and students shape, develop, and plan a curriculum that is representative of the best in current practice and advanced thinking in the field.

In order to accomplish this goal, the Curriculum Committee has the following relationship to:

The Director

1. At the suggestion of the Director, the Committee as a group will work on the development of programs or a course of study.
2. The Committee will advise the Director of its recommendations on programs or courses of study.
3. The Committee will consult with the Director about problems that arise in any of its functions connected with courses of study.

The Faculty

1. The Committee will provide a form for examination of outlines for courses of study prepared by faculty members.
2. The Committee will consult with faculty members on problems that arise in any of its functions connected with courses of study.

The Student

1. Students will be encouraged to express judgments about the program and/or courses of study.
2. The Committee will consult with students on problems that arise in any of its functions connected with courses of study.

There are four areas in the curriculum that are directly related to the work of this Committee. They are: 1) Individual course offerings; 2) Course sequences; 3) Programs of Study, and 4) The Curriculum (overall program of study).

The Committee's work continues after the initial year of the program with thought to: a) review existing courses, study and evaluate new offerings, and possibly develop new courses based on the following criteria: content, sequencing, merit, fitness, balance, and semesters to be offered. Also to be explored: duplication of course content, availability of the materials needed for the course. b) arrange course sequences, where necessary, in a more appropriate manner. It may also see fit to see that the sequences are designed to reflect both the pragmatic and philosophical goals of the libraries where the students are working. c) review and redesign, where necessary, curriculum offering in order to obtain more balance, maintain relevance to the needs of the job; and provide the basic necessities of knowledge and training for a functioning Library Technical Assistant.

ADVISORY COMMITTEE

At Merrimack - Personnel serving our Advisory Committee

Dr. Gordon O. Thayer, Director MVB, Chairman of Advisory Committee
Mr. Fred Robinson, Associate Director, MVB
Mr. John Loughlin, Director of Cooperative Education
Mrs. Shirley Adamovich, Coordinator, Library Institute

Representing other areas of the State of New Hampshire

Mr. Frank Adamovich, Instructor and Documents Librarian, U.N.H.
Mrs. Harriet Adams, N.H. Dept. of Education, (School Library Consultant) State House Annex, Concord, N.H.
Mr. Emil W. Allen, Jr., State Librarian, N.H. State Library, Concord, N.H.
Mrs. Winona Brown, Teacher-Librarian, Concord Public Schools and Faculty Advisor to N.H. AIMS (Audio Instruction Media Service) and Treasurer of the School Media Association of N.H.
Mr. Arthur Ellison, Education Planner, Model City Agency, Manchester, N.H.
Mrs. Genevieve Galick, Director Library Extension Bureau, Commomwealth of Massachusetts, Boston, Mass.
Mr. John J. Hallahan, Librarian, Manchester City Library, Manchester, N.H.
Mrs. Lois Markey, Librarian, Concord Public Library, Concord, N.H.
Mr. Philip Northway, Assistant Professor of Library Science, U.N.H.
Mrs. Betty Paquette, Model City Agency, Manchester, N.H.
Mrs. Louise Pinard, Model City Agency, Manchester, N.H.
Mr. Edward Reed, Librarian, Salem Public Library, Salem, N.H.
Mr. Bud Roberts has taken Mrs. Adams' place as of September 72
Mr. Joseph Sakey, Director, Cambridge Public Library, Cambridge, Massachusetts
Mr. Eugene Savage, Director of Admissions, U.N.H., Durham, N.H.
Mr. Vincent Servello, Librarian, Nashua Public Library, Nashua, N.H.
Mrs. Erwin W. Shaw, Librarian, Gordan-Nash Library, New Hampton, N.H.
Mr. Donald E. Vincent, Librarian, U.N.H.

ADVISORY SUB-COMMITTEE FOR CURRICULUM

Shirley Adamovich, Coordinator, Library Institute, Committee Chairman
Emil Allen, State Librarian, N.H. State Library, Concord, N.H.
Lois Markey, Librarian, Concord Public Library, Concord, N.H.
Philip Northway, Assistant Professor of Library Sciences, U.N.H.

ADVISORY SUB-COMMITTEE FOR STANDARDS AND GUIDELINES

Shirley Adamovich, Coordinator, Library Institute, Committee Chairman
Harriet Adams, N.H. Dept. of Education, (School Library Consultant) State House Annex, Concord, N.H.
Carol Brown, MVB - L.T.A. - Library Work-Study Supervisor
Arthur Ellison, Education Planner, Model City Agency, Manchester, N.H.
Betty Paquette, Model City Agency, Manchester, N.H.
Edward Reed, Librarian, Salem Public Library, Salem, N.H.
Vincent Servello, Acting Librarian, Nashua Public Library, Nashua, N.H.

ADVISORY SUB-COMMITTEE FOR RECRUITMENT AND ADMISSIONS

John Loughlin, Director of Cooperative Education, Committee Chairman
Shirley Adamovich, Coordinator, Library Institute
Arthur Ellison, Education Planner, Model City Agency, Manchester, N.H.
Eugene Savage, Director of Admissions, U.N.H., Durham, N.H.

ADVISORY SUB-COMMITTEE FOR FACULTY

Fred Robinson, Associate Director MVB, Committee Chairman
Shirley Adamovich, Coordinator, Library Institute
John Loughlin, Director of Cooperative Education

SECTION 4
RECRUITMENT AND SELECTION OF PARTICIPANTS

The participating students included 12 from the Model Cities Neighborhood and 15 participants at-large but from the Merrimack Valley Region. Included were minority and disadvantaged individuals, many of whom were selected who needed the education and would not have been in a position to receive this education had it not been for this U.S.O.E. grant, and will, by virtue of this educational program become employable at a higher economic level than otherwise possible. Without a doubt, their earning power potential has been increased as well as their employment possibilities.

Printed brochures, newspaper advertisements, and posters in the Model Cities area drew a total of 100 Model Cities and non-Model Cities inquiries. Packets were mailed to each of the inquirers. Each packet contained a brochure, a letter detailing how to complete the application and the application forms. (See Appendix B.)

Thirty-six people forwarded applications, of which 19 were from Model Cities and 21 from non-Model Cities. Thirteen Model Cities applicants were accepted; six were denied admission, three because of inadequate academic preparation and three whose income was above the recommended guidelines.

Twenty-one non-Model Cities applications were received and all were accepted. One participant is a full-time student and sponsored by the Vocational Rehabilitation Program.

In addition, three Model Cities people, while over the income guidelines, came into the program of their own volition.

In conclusion, 34 were accepted, of which 29 students are enrolled full-time and ten applicants registered on a part-time basis. The latter group registered for at least one course at MVB. Two of the three people who were denied admission at this time for academic reasons are being counseled for the purpose of helping them achieve an academic level that could permit their entrance into the program.

SECTION 5

EDUCATION AND WORK-STUDY PROGRAM

After the selection of a Coordinator was made, her role and general activities were outlined:

1. Collaborate with faculty to formalize the objectives of the program, design curriculum and teach courses. These objectives would define the attitudinal and behavorial change in participants desired at every level of the Institute.
2. Develop, with the assistance of Council, and consultants, an observational form to be used by library employers to document specified aspects of on-the-job performance.
3. Develop, jointly with faculty and supervising librarians, a questionnaire to assess participants attainment of specified skills and techniques, attitudes, adequate study habits and language competencies, and overall perception of the profession.
4. Supervise work-study program, placement and counseling of students.

She further serves as liaison with subcommittees; e.g., resurveying the content of curriculum at various intervals and designing changes where necessary; communicates periodically with cooperating employer libraries in order to gain familiarity with participant's work habits; and compiles reports for the Office of Education evaluation agency.

PROGRAM

The college program, administered by the Library Science Department of Merrimack Valley Branch, is a specialized, occupational program.

The work-study project should lead to an Associate in Arts degree and a paraprofessional career as a Library Technical Assistant. It could further provide a career ladder-progression from paraprofessional and a two-year degree to additional course study and a Bachelor's degree. (See Figure 2.)

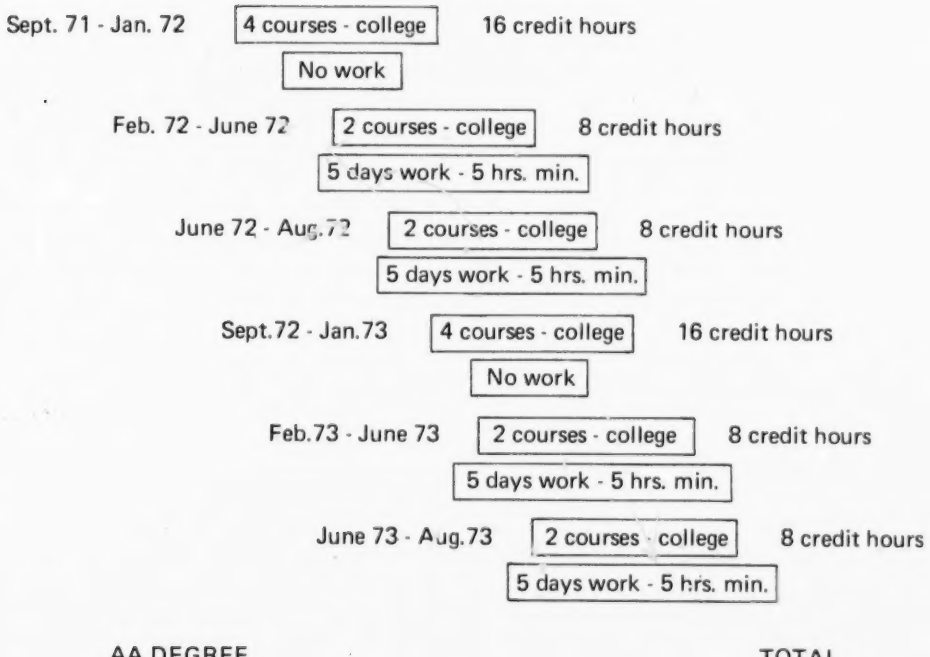
Sept. 71 - Jan. 72
4 courses - college
16 credit hours
No work
Feb. 72 - June 72
2 courses - college
8 credit hours
5 days work - 5 hrs. min.
June 72 - Aug. 72
2 courses - college
8 credit hours
5 days work - 5 hrs. min.
Sept. 72 - Jan. 73
4 courses - college
16 credit hours
No work
Feb. 73 - June 73
2 courses - college
8 credit hours
5 days work - 5 hrs. min.
June 73 - Aug. 73
2 courses - college
8 credit hours
5 days work - 5 hrs. min.
AA DEGREE
TOTAL
64 credit hours requirement
2.0 grade point average - minimum
64 Credit hours

Figure 2. Proposed Program For Library Paraprofessionals

As indicated in Figure 2, the requirements are a minimum of 12 credit hours in science and/or mathematics, a minimum of 12 credit hours in humanities-communication arts, including freshman English, a minimum of 12 credit hours in the social sciences, a minimum of 16 credit hours in the following library science courses:

- Introduction to Libraries
- Support for Technical Services I
- Support for Public Services I
- Support for Media Services I
- Support for Technical Services II
- Support for Public Services II

A requirement of eight credit hours of electives is awarded only after the student has successfully completed 56 credits, not including Practicum I and II, towards his AA degree. These may be earned by working in a cooperating library under the supervision of a full-time professionally trained librarian. This could mean a librarian with a Master's degree in Library Science; a librarian with a Master's degree in Education with Library Science training; a librarian with a Bachelor's degree plus additional training in Library Science; a graduate of the Public Library Techniques Courses at the University of New Hampshire with certification by the State Library; or a supervising librarian appointed by the Merrimack Valley Branch subject to the approval of the Advisory Council. It is recommended that weekly visits be conducted to all students working with a supervising librarian.

The cooperating library must be able to provide a separate reading room. It should also contain a reference collection of at least a set of encyclopedias not older than three years and appropriate to the clientele served, an atlas, a recognized unabridged dictionary, an abridged Reader's Guide to Periodical Literature, a recent almanac, a few biographical and geographical dictionaries, H. W. Wilson catalogs and supplements appropriate to level served, and other reference tools. The Circulation system should be consistent with library practice. The periodical collection should be on-going and contain at least 20% of titles indexed in the abridged Reader's Guide.

It is further recommended that students receiving compensation of $40 or the minimum wage for five hours per day, five days per week, be rotated among the libraries involved in order to provide them with an over-all picture of library work.

The opportunity to amass eight credit hours during the on the job phase of the program is available for two full semesters comprising 30 weeks of 25 hours work a week.

It is felt that this comprehensive program should provide practical training toward the development of competencies in such fields as information and materials processing, circulation procedures, cataloging tasks, equipment handling, record keeping, etc. The Institute sees itself in this work-study program as shapers of strategies for imparting some sophistication and problem-solving skills to these students. The intellectual orientation to skills and methods, both technical and behavioral, should produce effective library technical assistants.

It should be noted that 8 model cities participants and 10 non-model cities participants have previous college experience. One of the students has a Masters Degree and five have a Bachelors' Degree. In all cases, whatever credits have been accrued by students with previous college undergraduate background will be counted toward the Library Science Associate of Arts degree wherever possible.

The library science courses are planned to complement the on-job training and to make the field experience meaningful. A by-product of this fusion could alter the character and amount of on-job training required. In addition, the courses should provide theoretical knowledge or subject background. As indicated, the courses are divided into two major areas:

a. General education courses

b. Technically-oriented library specialty courses (See Tables 1 and 2)

TABLE 1. CAREER DEVELOPMENT LADDER - A.A. DEGREE

Merrimach Valley Branch - University of New Hampshire

Library Technical Assistant - Career Development Ladder

Requirements for Associate in Arts Degree

English	1 course	4 credits
Math/Science	3 courses	12 credits
Humanities/Communications	3 courses	12 credits
Social Sciences	3 courses	12 credits
Library Sciences	4 courses	16 credits
Electives (work experience)	2 semesters	8 credits
A.A. Degree	TOTAL	64 credits

TABLE 2. PROPOSED CURRICULUM OUTLINE

	Estimated Hours per Week			
	Class	Laboratory (or on the job)	Outside Study	Credits
First Year				
A-Semester-Fall				
-- Library Science 401	2½		5	4
-- English 401	2½		5	4
-- Chemistry	2½	2½	5	4
-- Sociology	2½		5	4
				16 credits
B-Semester-Spring				
-- Library Science 402	2½		5	4
-- History	2½		5	4
-- Work in Library		25		4
				12 credits
C-Semester-Summer				
-- Library Science 521	7		14	4
-- Elective Education Course	7		14	4
				8 credits
Second Year				
A-Semester-Fall				
-- Library Science 520	1½		5	4
-- Music Appreciation	2½		10	4
-- Biology	2½	2½	5	4
-- Literature	2½		5	4
				16 credits
B-Semester-Spring				
-- Modern Amer. Poetry	2½		5	4
-- History of Physics/Mach 401	2½		5	4
-- Work in Library		25		4
				12 credits

Total 64 credits - A.A. Degree

NOTE: Choice of courses for the 12 credits in Math/Science/Humanities/Social Science rests with the Student and Guidance Counselor. (The above are just examples of what student may follow.)

CATALOGUE DESCRIPTION OF LIBRARY SCIENCE COURSES.

A brief description of L.S. courses follows:

L.S.401 - Introduction to Libraries

A general introductory course designed to introduce students to the history of libraries, various types of libraries, the library's role as a social institution, the philosophy of library service, and the tools, techniques, and routines of library work. Includes field trips to various types of libraries and guest lecturers.

L.S. 402 - Support for Technical Services I

Prepares the student to support the professional librarian in the following areas of technical services: preparing materials using the Dewey Decimal Classification and the Library of Congress Classification; typing and filing cards, introduction to subject heading theory and use, and maintenance of shelf list and other files.

L.S. 403 - Support for Public Services I

Prepares the student to support the professional librarian in reference work, teaches the use of basic reference and bibliographic tools, philosophy of reference services; special emphasis is placed on reference work in all types of school libraries.

L.S. 520 - Support for Media Services I

Support for the professional librarian in the areas of acquisition, maintenance and operation of media hardware. This course is designed to train the student to meet the audio-visual needs which may arise in any library, where non-book media is not the prime objective in acquisitions and service.

L.S. 521 - Support for Technical Services II

Support for the professional librarian in the areas of acquisitions, order forms, circulation systems, and circulation desk work.

L.S. 522 - Support for Public Services II

Support for the professional librarian in the areas of services and programs for adults, young adults, children and special groups such as the academic community, the handicapped, the institutionalized, etc.

PRELIMINARY CURRICULUM GUIDELINES.

The following pages contain the detailed preliminary curriculum guidelines as they have been developed to date at Merrimack Valley Branch, University of New Hampshire. They contain the scope, objectives, evaluative criteria employed and list reference data to be consulted, pertinent to each course of study.

It should be noted, that other than for the correction of typographical errors, these guidelines represent the MVB curriculum as submitted and implemented by the Library Institute for the first year of this project. It is assumed that at the end of the second phase of the program, these guidelines will be edited and modified as required to perform their functions. All courses were approved by the Library Institute Advisory Committee and the Curriculum Committee.

Merrimack Valley Branch - University of New Hampshire 1971 - 1972

PRELIMINARY CURRICULUM GUIDELINES

TASKS RELATED TO GENERAL UNDERSTANDING OF THE LIBRARY AS A SOCIAL INSTITUTION
(Library Services 401 - Introduction to Libraries)

The student will:

1. describe important libraries of the past
2. describe ancient and medieval graphic materials, early forms of communication materials, cunieform writing, clay tablets, papyrus, parchment, rolls, codices
3. identify national libraries of major countries
4. describe the rise of the public library in the United States
5. identify various types of libraries, school, academic, public, special
6. and explain the similarities and differences in their
   a. service functions and objectives
   b. plant structure (physical layout)
   c. work procedures
   d. communications materials
   e. work procedures
   f. departmental structure
   g. personnel requirements
7. identify state and national library standards
8. identify elements of career ladder in relation to library profession
9. describe library associations - national, regional, state
10. properly use library terminology
11. identify major elements in the philosophy of librarianship

TASKS PERFORMED IN CATALOGING AND CLASSIFICATION
(Library Services 402 - Support for Technical Services I)

1. Type catalog cards according to accepted form from information supplied by cataloger
2. Adds shelf list information to shelf list card as directed by cataloger
3. Adds headings to unit cards (commercial)
4. Removes cards from main catalog or shelf list for discarded materials
5. Checks shelves against shelf list for inventory control
6. Checks and verifies bibliographic data for cataloging purposes with regard to print and non print-materials
7. Files cards into catalogs using ALA Filing Rules or whatever system is used by library
8. Orders L.C. cards using standard form.

TASKS IN SUPPORT OF REFERENCE LIBRARIAN
(Library Services 403 - Support for Public Services I)

The student will:

1. check and verify bibliographic information as needed by library staff
2. answer telephone in reference dept.
3. judge questions as to whether a question must be referred to a professional
4. instruct borrowers in use of various indexes
5. direct borrowers to materials requested
6. operate microfilm reading equipment
7. operate duplicating machines.

TASKS IN SUPPORT OF CIRCULATION OF MATERIALS AND EQUIPMENT
(Library Services 521 - Support for Technical Services II)

The student will:

1. give directions to persons asking for various library departments
2. explain resources and services of the library
3. register new borrowers
4. issue library cards
5. explain rules regarding overdues, reserved books
6. shelve books, sorts materials for shelving
7. read shelves
8. process interlibrary loans
9. assist borrowers to find books
10. plan and assemble displays
11. operate duplicating machinery
12. keep circulation records, statistics of books circulated, etc.
13. collect fines
14. charge and discharge materials
15. assist instructional staff by appraising it to certain materials
16. direct student aids in such tasks as reading shelves, shelving materials, general page duties.

TASKS IN SUPPORT OF PUBLIC SERVICE LIBRARIANS
(Library Services 522 - Support for Public Services II)

The student will:

1. set up and run various types of machinery used in programming
2. plan and assemble displays
3. assist with special programs for adults
   a. such as assembling books from lists of titles
   b. direct arrangement of chairs, tables, etc.
   c. set up equipment
4. assist with summer reading programs
5. read or tell stories to children.

TASKS IN PRODUCTION AND MAINTENANCE OF MATERIALS, AND IN OPERATION AND MAINTENANCE OF EQUIPMENT
(Library Services 520 - Support for Media Services I)

The student will:

1. make transparencies by machine methods; diazo, thermofax as well as handmade
2. mount transparencies and hinge overlays
3. make mimeo stencils and paper copies
4. dry mount materials; laminate; make color lifts
5. operate lettering and drawing devices
6. use Kodak Visualmaker to develop slides; use 35 mm. cameras and Polaroid equipment
7. operate video tape recorder
8. operate audio records
9. splice, edit, 8mm and 16mm film
10. inspect films for damage
11. inspect and condition machinery
12. keeps records of all equipment and spare parts ordered and of repairs completed
13. keeps circulation records.

Library Services 4-1 - Introduction to Libraries

BEHAVIORAL OBJECTIVES

The student will:

1. describe at least three important libraries of the ancient world
2. describe at least four types of ancient and medieval graphic materials
3. identify the national libraries of at least four major countries
4. in 500 words or more and without reference to notes, describe the rise of the public library in the United States
5. identify four major types of libraries
6. identify at least four different sets of state and national standards
7. identify four steps in the career ladder for library personnel
8. in 200 words or more describe three national, regional, or state library organizations
9. complete a fifty-item multiple-choice examination on library terminology, history of libraries, and services perculiar to various types of libraries; the lower level of acceptable performance will be 40 items answered correctly within an examination period of 60 minutes.

INTRODUCTION TO LIBRARIES

Hours Required: 37-1/2 hours of classwork

Credits: 4

Catalog description:

An introduction to various types of libraries and library services, administrations, and standards. Emphasizes history, philosophy, and diverse activities of public, academic, school and special libraries. Includes field trips to libraries.

Prerequisite: none

Purpose of course:

A general introductory course designed to introduce students to the history of libraries, the various types of libraries, the library's role as a social institution, the philosophy of library service, and the tools, techniques, and routines of library work. Field trips to two different libraries, school, public, academic and special.

Behavioral objectives: see previous heading

Suggested texts: Gates, Jean Key. Guide to the Use of Books and Libraries. - 2nd ed. N.Y., McGraw-Hill, 1969.

Petru, W.C. Ed. The Library, An Introduction for Library Assistants. N.Y., Special Libraries Association, 1967.

Major Divisions:

I. Ancient libraries
II. Medieval libraries
III. Renaissance and the beginnings of national libraries
IV. The rise of the public library in the U. S.
V. Library Associations
VI. Standards for libraries
VII. Types of libraries, their characteristics
VIII. Services in various types of libraries
IX. Federal Aid to libraries
X. Library Services in New Hampshire.

Method of Evaluation:

Written examinations, midsemester, final
Written assignments

INTRODUCTION TO COURSE AND TO LIBRARY

A. Units of Instruction

1. Explain purpose of course and the behavioral objectives
2. General comments on library science and libraries.

I. History of Libraries

A. Units of Instruction

1. Definitions
   a. library
   b. four types of ancient libraries
2. The beginnings of libraries
   a. Egypt
   b. importance
   c. types
   d. service objectives
   e. libraries
   f. Mesopotamia
   g. Assurbanipal and his library
3. Early graphic materials
   a. clay, cunieform writing
   b. papyrus
   c. parchment
   d. triptych, codex, etc.
4. Greek and Roman libraries
   a. library at Alexandria
   b. the classical writers and their libraries
   c. Julius Caesar and library history
   d. private libraries

Assignment: Reserved reading in library
Johnson, Elmer. History of Libraries
Read in periodicals: see attached listing for reading.

II. Medieval Libraries

A. Units of Instruction

1. Brief comment on history of period to be covered 476 A.D. - 1200 A.D.
2. Barbarian invasions, etc.
3. Monastery libraries
   a. scriptorium
   b. armorium
   c. preservation of manuscripts
4. The move eastward
   a. Islam and the Byzantine Empire
   b. libraries of Bagdad, 900 A.D.
   c. translations of manuscripts
5. Crusades
   a. end of period
   b. manuscripts moved back to Europe

Assignment: Readings in library.

III. Renaissance Libraries

A. Units of Instruction

1. Europe and Renaissance
2. Princely Libraries
3. Private Libraries
4. Cathedral Libraries
5. The Pope's Libraries
6. The University Libraries
7. Renaissance ends
   a. the New World
   b. modern Europe
      1) the beginnings of national libraries.

IV. Rise of Libraries in the United States

A. Units of Instruction

1. Early Book collection
2. Publishing
3. Attitude towards books
4. Early private libraries
   a. Bradford, etc.

5. Early types of libraries

   a. proprietory
   b. subscription
   c. social
   d. subscription
   e. mercantile
   f. merchant
      1) types of these libraries, examples

6. Early beginnings of the idea of public libraries

7. Peterborough, New Hampshire

   a. Dartmouth Case
   b. tax support
   c. enabling acts by N.E. states

8. Reasons for growth of public libraries.

V. Library Associations

A. Units of Instruction

1. Professional associations in general

2. American Library Association

   a. 1876
   b. Dewey, Cutter, et al
   c. reasons behind formation
   d. the Divisions
      1) by library
      2) by type of service

3. Regional Associations

   a. Northwest, etc., Colt
   b. New England Library Association
      1) description of form and purpose

4. State Associations

   a. NHLA
   b. Council of libraries
   c. AIMS
   d. Association of Hospital Librarians
   e. Friends groups
   f. NHLTA

Assignment: Readings

VI. Field Trip to a Local Library

A. Assignment: Write 500 words or more about the trip covering the following points:

1. Who, what, where, when, why

2. Type of library

   a. clientel
   b. book collection
   c. staff
   d. plant layout
   e. special areas of service.

VII. Library Standards

A. Units of Instruction

1. Define standards, purpose, use

2. Introduction examples

   a. interim standards for the small public library
   b. standard for special libraries
   c. Public Library Service (standards for systems)
   d. school media
   e. New Hampshire
      1) school libraries
      2) public libraries
      3) library personnel

Assignment: Reading.

VIII. Types of Libraries

A. Units of Instruction

1. Define briefly

   a. public library
   b. school library
   c. academic library
   d. special library

2. Public libraries

   a. small and large
      1) departments
      2) librarian's duties

3) trustee's duties
4) administration of library
5) personnel needed depending on size

3. School libraries

a. librarian's duties
b. service defined by students and faculty
c. student helpers

4. Academic libraries

a. size
b. librarians and other personnel
c. special type of service

5. Special libraries

a. give several examples
b. materials
c. personnel
d. plant

Assignment: Reading.

IX. Services of various types of libraries

A. Units of Instruction

1. Public library

a. service objectives
1) types of services

2. Adult services

a. readers advisory
b. special programming, films, etc.

3. Young adult services

a. history
b. types

4. Children's services

a. history
b. story telling
c. collections
d. programming

5. Reference services

a. philosophy behind
b. clarifying the question

6. School library

a. services
1) reference
2) A-V

7. Academic

a. services
1) reference
2) faculty, research, etc.
3) media centers

8. Special libraries

a. services dependent on type of library
1) example: hospital; business; industrial; ethnic

X. Federal Aid to Libraries

A. Units of Instruction

1. History

a. history, 1895, New Hampshire suggested it
b. 1956 - passed LSA
c. LSCA to present

2. Accomplishments

a. use Vermont and New Hampshire as examples:
1) bookmobiles
2) consultants
3) North Country Libraries (periodical)
4) North Country Library Film Cooperative
5) centralized processing

Assignment: Reading.

XI. Library Service in New Hampshire

A. Units of Instruction

1. History of

a. Portsmouth at revolution
b. collection of 1819

c. development of the state library
d. public library development - Portsmouth Peterborough
e. structure of state library system
   1) districts
   2) extension service
   3) advisory councils
   4) New Hampshire library laws

2. Present state of library service in New Hampshire
   a. legislative aid
   b. federal aid
   c. ad hoc committees to study the future of library services
   d. discussion of the future of library services in New Hampshire

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Fargo, Lucille. The Library in the School. American Library Association, 1947.

Haines, Helen. Living with Books. Columbia University Press, 1950.

Lyle, Guy, Adminstration of the College Library. New York, H.W. Wilson, 1961.

Keys, T.E. Applied Medical Library Practice. Springfield Illinois, Thomas, 1968.

Kruzas, A.T. Business and Industrial Libraries in the Unites States, 1820 - 1940, New York. Special Libraries Association, 1965.

READING LIST

February - May, 1972
Shirley G. Adamovich, Instructor

Architectural Issue, Library Journal, Dec. 1, 1970.

Architectural Issue, Library Journal, Dec. 1, 1971.

Asheim, Lester. "I'm Glad You Asked That", American Libraries, (June, 1971), p. 597-599.

Brahm, Walter. "Knights and Windmills", Library Journal, (Oct. 1, 1971), pp. 3096-3097.

Carey, John T. "Go-For-Broke in Groton", Library Journal, (May 15, 1971), pp. 1684-1685.

Childers, Thomas. "Community and the Library: Some Possible Futures", Library Journal, (Sept. 15, 1971), pp. 2727-2730.

Eisner, Joseph. "Public Libraries on the Skids?" Library Journal (October 1, 1971), pp. 3094-3095.

Fitzgerald, R. V. "The Threat to Freedom", School Library Journal, (April, 1971), pp. 31-32. (In Library Journal, Ap. '71, p. 1429)

Iams, T. M. "National Libraries of Latin Europe", (Nov. 1971), pp. 1081-1084. Library Journal.

Intellectual Freedom. (This is a standard feature in American Libraries. Read all available on reserve shelf.)

Katz, Bill. "The Pornography Collection", Library Journal, (Dec. 15, 1971), pp. 4060.

Kurr, Chin. "Libraries and Copyright Legislation", American Libraries, (June, 1971), p. 615.

Ladof, Nina S. "Censorship - The Tip and The Iceberg", American Libraries, (March, 1971), pp. 309-310.

"Moderation in Minneapolis", Library Journal, (May 15, 1971), pp. 1681-1683.

Moore, Everett T. "Threats to Intellectual Freedom, Library Journal, (Nov. 1, 1971), pp. 3563-3567.

Nelson, C. A. and Nelson, A. H. "Systems and Networks: The State Library Role", American Libraries, (Sept. 1971), pp. 883-887.

"News Report, 1970", Library Journal, (Jan. 1, 1971), pp. 27-41.

"Proceedings and Findings Pertaining to a Request for Action". American Libraries, (March, 1971).

Roberts, Don. "Listen Miss, Mrs. Mr. Librarian", Library Journal, (Nov. 15, 1970), pp. 3965-3966.

Salton, Gerard. "Computers and Libraries - A Reply", Library Journal (Oct. 15, 1971), pp. 3277-3283.

Santella, Jim. "The Common Vibration", School Library Journal/Library Journal (Nov. 15, 1970), p. 3967.

Saracevic, Tefko. "Bellies and ASIS", Library Journal (Jan. 15, 1971), pp. 167-168.

"Spiro and the Goddess of Love", Library Journal, (Oct. 1, 1971), p. 3098-3099.

Library Services 402 - Support for Technical Services I

BEHAVIORAL OBJECTIVES

The student will be able to:

1. Examine a book technically
   a. Identify at least four parts of book
      1) i.e., title page: author, title, imprint, date
      2) table of contents
      3) index
      4) preface, introduction, etc.
      5) blurb
      6) printing date, copyright date
2. Identify elements necessary to catalog book
   a. Name the following (minimum)
      1) author(s)
      2) editor(s)
      3) corporate author
      4) title
      5) imprint
      6) collation
3. Type catalog cards from information supplied by cataloger using standard form or form supplied by cataloger.
   a. Arrange elements according to prescribed form as to
      1) indentions
      2) sequence of element, i.e., author, title, body of card including imprint, and finally collation.
      3) add tracings
      4) make added entries, shelf list card
4. Type headings on unit cards (xeroxed or commercial)
   a. Identify tracings
      1) Roman numerals for added entries, upper and lower case typing
      2) Arabic numerals for subject added entries, upper case
      3) transfer tracings to proper position on unit cards
5. Add information to shelf list as directed by cataloger
   a. Define need for and place in proper position on shelf list card
      1) accession number
      2) jobber or source
      3) list price, discount price
      4) number of copies
      5) date purchased
6. Assist in inventory control
   a. Check shelf list card arrangement against shelf arrangement of books
      1) notes books missing
      2) checks circulation
      3) at direction of librarian will pull cards for missing books from main file and shelf list
7. Define characteristics of different types of catalogs
   a. At least the following:
      1) dictionary catalog
      2) book catalog
      3) divided catalog
      4) subject catalog
      5) author-title catalog
8. Identify Dewey classification numbers
   a. At least the following:
      1) 000 - 999
9. Files cards using ALA filing rules
   a. Demonstrate ability by filing deck

SUPPORT FOR TECHNICAL SERVICES I

15 Weeks
2 Exams, midsemester, final
Weekly assignments
Manual

Evaulation of student performance

Lab Work: Instructor evaluates understanding and performance while working with students.

Exams: Midsemester and final: include actual application of skills learned in class.

Manual: Includes examples of every type of card made, (all elements introduced, concerning card production), classification numbers, author numbers. Manual is evaluated and returned to student for his use.

Weekly Assignments: Collected, corrected, discussed in class.

Short breakdown for 15 weeks

Feb. 10, 1972

I. Introduction to course, personnel, etc., discuss course in relation to program; make sure everyone is in right class and knows what the objectives are, how long the course will last, etc.

II. Introduce students to cataloging as a subject, as an art.

a) Brief history, use through the ages
b) Need for, etc.
c) Teach elements of basic catalog card
d) Demonstrate how to read a book technically, how this information is arranged
e) What parts to use for card.

III. Have students do some books (four or five is usually all there is time for), the first day.

Feb. 17, 1972

I. Go over assignment that they have done (12 sets of cards) emphasizing basic form and spacing as well as definition of elements.

II. Teach next step.

Definitions: Added entry, joint author, joint editor Illus., translator, commentator, critic, etc.

III. Show how these added entries are indicated in tracings;

a. How we make cards, etc.
b. Practical work in class of abstracting elements from books and indicating arrangement.

Feb. 24, 1972

I. Go over assignment - 8 sets of cards illustrating added entries for translator, editor, jt., jt. author, illustrator. Collect cards for correction and comment.

II. Define anonymous classics: give examples of main entry determination.

Define government documents - discuss and demonstrate main entries.

Indicate how Bible main entries are established.

Explain need for conventional titles.

III. Show examples of books illustrating all of the above. Have some students analyze and determine examples.

March 2, 1972

I. Go over assignment - ten sets of cards illustrating anonyr classics, conventional title, gov. docs., Bible entries - other religious texts etc. Collect cards for comment and correction.

II. Introduce Sears, go over structure, purpose, define parts entries which can be used. Explain Syndesis etc., pass out charts.

III. Give problems and have students determine easy subj. headings.

March 9, 1972

I. Go over assignment: 8 books to have subject headings assigned and two sets of x and xx references collect assignment, for comment and correction.

II. Introduce Dewey

a. Explain about Dewey, Cutter, LC classification
b. Small history of systems, Bacon, etc.
c. Why we classify.
d. Principle behind Dewey, logical arrangement from general to specific.
e. Explain actual structure of Dewey - relative index.

III. Do some books, looking for simple classification numbers.

March 16, 1972

I. Go over assignment, discuss problems, collect assignments.

II. Teach area tables and standards subdivisions -

a. Give problems in number building using the principles of the area table, etc., standard subdivisions.

March 30, 1972

I. Go over assignment, collect.

II. Spend period putting it all together.

a. Catalog book, finding classification number, subject headings suggested.
b. Arrange all information on card.

III. Review for midsemester - assignment will be to work at all materials presented so far for midsemester.

April 6, 1972

I. Midsemester - This will consist of cataloging books in class, also - short answers to printed test.

April 13, 1972

I. Go over midsemester, answer all questions, clear up all problems.

II. Discuss problems entries and give examples of card structure, determination of entry (main).

a. Series, analytics, serials
b. Variant editions
c. Friction, children's books, picture books
d. How to - and examples.

April 20, 1972

I. Go over assignment: ten sets of cards illustrating above problems - serials, series, analytics, etc.

II. Introduce cataloging of non-book materials.

a. Discuss various methods, LC, Michigan - colored cards.
b. Do records - give examples of slides, film strips, films, cassettes.

April 27, 1972

I. Collect manuals, due today.

II. Go over assignment, collect cards.

III. Introduce Library of Congress classification, LC Subject headings, index arrangement overall, individual volumes.

IV. Explain about ordering LS cards

a. Show order blanks
b. Show how to type them

V. Classify books in class, show how to use LC cats, etc., to verify information.

May 4, 1972

I. Collect assignment cards, and LC order assignment.

II. Take up problems.

III. Introduce Cutter author tables.

a. Define, explain, etc.
b. Have students do numbers for authors

IV. Have students locate classification numbers and add Cutter numbers, using LC schedules and Cutter tables.

May 11, 1972

I. Collect cards from assignment.

II. Define different types of catalogs.

a. Divided, dictionary, book, subject, author-title.

III. Introduce file rules.

a. Explain why and use.
b. Go over basic rules, especially numbers, and initials.

IV. Demonstrate arrangement of cards.

May 18, 1972

I. Go over filing deck assignment.

II. Clarify problems.

III. Review for final exam, summarize course, show how objectives have been reached.

May 25, 1972

Final examination, return manuals.

University of New Hampshire - Merrimack Valley Branch

Technical Services I
Tuesdays, 7-9:30 - Sept. - Jan. 1971
Instructor: Mrs. S. G. Adamovich

READING LIST

History of Cataloging

Baker, Maysel O. "American Library Catalogs a Hundred Years Ago", Wilson Library Bulletin XXXIII (Dec. 1958), 284-285, 291.

Dawson, John H. "A Brief History of Technical Services in Libraries", Library Resources and Technical Services VI, No. 3, (Summer, 1962), 197-204.

Dunkin, Paul S. Cataloging USA. Chicago, American Library Association, 1969.

Jayne, Sears. Library Catalogs of the English Renaissance. Berkeley, Calif., Univ. of California, 1956.

Miller, Edward. Prince of Libraries. Athens, Ohio, Ohio University Press, 1967.

Rider, Fremont. Melvil Dewey. Chicago, American Library Association, 1944.

Rigley, Douglas. Lock, Stock and Barrel. Phil, Lippincott, 1944.

Witty, Frances. "The Pinaker of Callimachus", Library Quarterly. XXVIII. April 1958. pp. 132-136.

Wynar, Bohdan S. and Tannebaum, Earl. Introduction to Cataloging and Classification. Denver, Col., Bibliographic Institute, 1966.

Classification

Broadfield, A. "Classification as a Map of Evolution", Library World, XLVI (May, 1944), 156-158.

Collins, Walter S., Jr. "A Change of Horses; Some Aspects of Reclassification", LXXXVI (Feb. 15, 1961), Library Journal, 757-759.

Dawe, Grosvenor. Melvil Dewey. Essex Co., N.Y. Lake Placid Club, 1932.

Dent, R.K. "Gnats", Library III (1891), 408-413.

Esdaille, Arundel. National Libraries of the World, Their Administration, History, and Public Service. London. Grafton and Co., 1934.

Evans, G. Edward. "Dewey: Necessity of Luxury ?" Library Journal XCI (Sept. 15, 1966) 4038-4046.

Foskett, D.J. Science, Humanism, and Libraries. N.Y., McGraw-Hill, 1962.

Kelley, Grace O. The Classification of Books; An Inquiry Into Its Usefulness to the Reader. N.Y., Wilson, 1938.

La Montagne, Leo. American Library Classification. Hamden, Conn. The Shoestring Press, 1961.

Larned, J. N. "Report on Classification", Library Journal VII, p. 128.

Lehner, D.J. "Let's Keep Dewey Alive", Wilson Library Bulletin XLIII (Feb. 1969), 552-553.

North, Manor J. "Unfrequented Paths in Classification", Library World IX (1907), 437-440.

Palmer, Bernard. Itself an Education. London, Library Association, 1962.

Putnam, Herbert. "The Library of Congress", The Atlantic Monthly, (Feb. 1900), pp. 145-158.

Ryan, Claire E. "For Whom Does the Bell Toll?" Library Journal, XCI (Sept. 15, 1966), 4048-4049.

Richardson, Ernest C. "King Lear's Classification", Library Journal X (1885), 208-211.

Schwartz, Jacob. "King Aquilla's Library", Library Journal XI. pp. 232-244.

Shera, Jesse. "Fremont Rides the Fog, Dewey Fog", Wilson Library Bulletin, (Sept. 1962), 69-72.

Taylor, D. "Is Dewey Dead?" Library Journal, XCI (Sept. 15, 1966), 4035-4037.

Commercial Card Services

Dewey, Melvil. "The Coming Catalogue", The Library Journal I (Aug. 1877), p. 427.

Walter, A.L. "Fifty Years Young: Library of Congress Cataloging", College and Research Libraries XIII (October, 1952), 303.

Westby, Barbara. "Commercial Services", Library Trends XVI (July, 1967).

Cataloging Codes

American Library Association. Catalog Rules: Author and Title Entries. Chicago, 1908.

. A.L.A. Catalog Rules: Author and Title Entries. Chicago, 1941.

. A.L.A. Cataloging Rules for Author and Title Entries. 2nd ed. Clara Beetle, Ed. Chicago, 1949.

Library of Congress. Rules for Descriptive Cataloging in the Library of Congress: Adopted by the American Library Association. Washington. Library of Congress, 1949.

American Library Association, Library of Congress, Library Association, and Canadian Library Association, Anglo-American Cataloging Rules. North American Text, Chicago, ALA, 1967.

MANUAL - Due April 27, 1972.

The manual is intended to be a practical exercise containing examples of the various forms used on catalog cards, and so arranged that you may use it for future reference. You may put in it any examples that you wish, presented in any way that you wish. The following list of examples would be the minimum that your manual would contain.

1. Main entry - fiction
2. Title entry - fiction
3. Shelf list - fiction
4. Subject heading for fiction (rarely used)
5. Main entry for non-fiction
6. Title entry for non-fiction
7. Added entry for joint author
8. Added entry for translator
9. Added entry for illustrator
10. Shelf list for non-fiction
11. Corporate body as main entry
12. Added entry when author is corporate body
13. Example of title analytic
14. Example of author analytic
15. Example of subject analytic
16. Example of author-title analytic
17. Example of title-author analytic
18. Example of a series set of cards
19. Example of entry for anonymous classic, epic, folktale
20. Example of main entry for Bible or part of the Bible
21. See reference
22. See also reference
23. Five area table examples from Dewey
24. Five standard subdivision examples from Dewey
25. Examples of cards for non-book materials: i.e., tapes, cassettes, discs, slides, filmstrips, films, etc.

Assignments

Midsemester - Nov. 2, 1971

Final - Date to be announced

Read three selections from reading list for both examinations. These selections to be named by title and author and a brief resume of the contents given in writing on the examination paper.

Term Paper

Possible subjects:

History of classification - choose a period of time since the entire history would be too broad.

Cataloging methods through the ages.

Also choose some period of time that is inclusive and not too broad.

Various types of classification system (LC, Dewey, Cutter, Bliss, Colon, etc.)

Development of modern cataloging methods

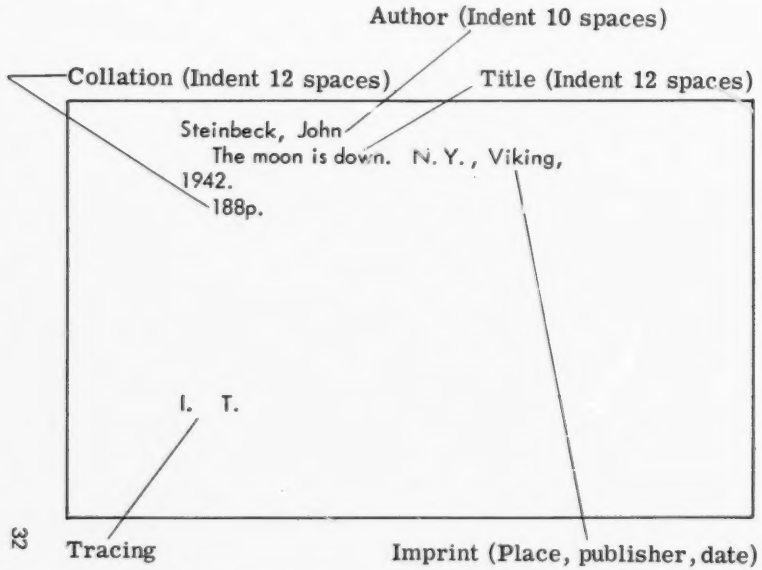
Development of subject heading work (modern)

Future of cataloging

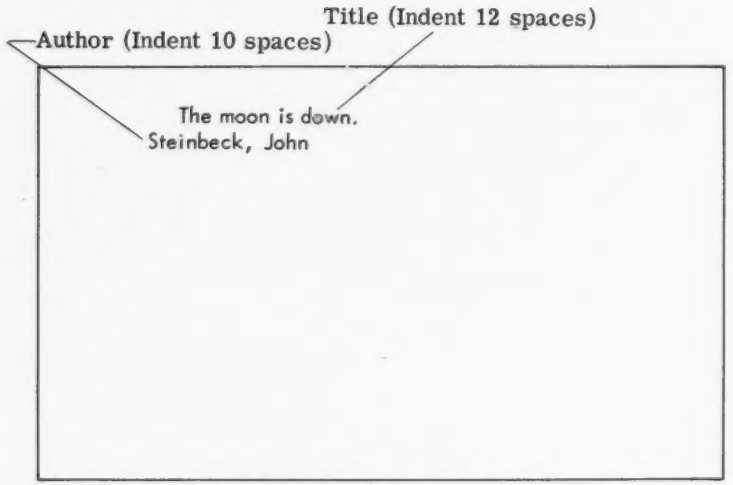
Automation in modern cataloging systems

The paper must be typed, double-spaced, 3,000 words, Turabian style and form.

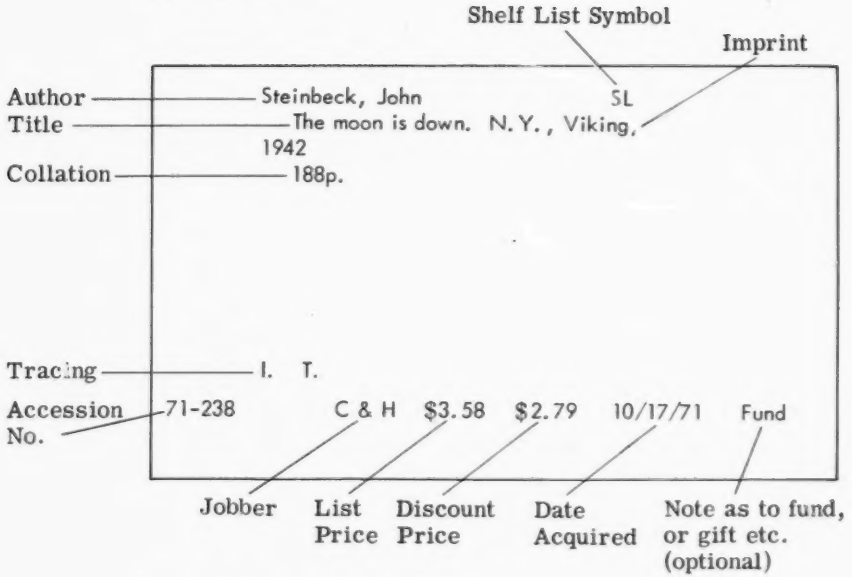
MAIN ENTRY Personal name as author.



Title Added Entry (filed under title)



Shelf List Card



Library Services 402 - Support for Technical Services I

Assignment 1st week - Due February 17

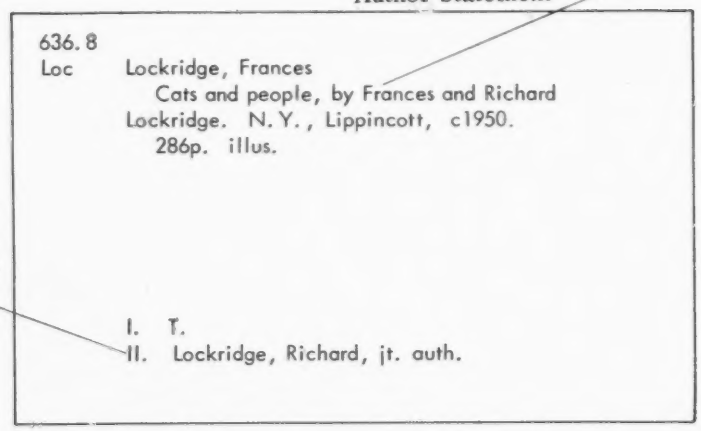
Please make a set of cards (author main entry, title added entry, and shelf list) for each of the following books of fiction. You will have to use your own imagination for the shelf list information.

1. Giles Goat-boy, by John Barth. A Fawcett Crest Book, Greenwich, Conn., 1966.
2. By Way of the Silverthorns, by Grace Livingston Hill. Bantam Book, N.Y., 1970.
3. Ross Poldark, a novel of Cornwall, 1783-1787. By Winston Graham. Berkeley Publishing Co., N.Y. 1951.
4. Station Wagon in Spain, by Francis Parkinson Keyes. Avon Books, N.Y., 1959.
5. Stevenson, D. E. Sarah Morris Remembers. N.Y. 1967. Popular Library Edition.
6. The Grand Sophy, by Georgette Heyer. Ace Books, Inc., N.Y., 1950.
7. The Time is Noon. Pearl S. Buck, Pocket Books, N.Y. 1968.
8. Faro's Daughter, by Georgette Heyer, N.Y. Bantam Books, 1968.
9. Shelley, Mary Wollstonecraft. Frankenstein. N.Y. Scholastic Book Services, 1969.
10. Tolkien, J.R.R. The Hobbit. N.Y. Ballantine, 1966.
11. The Devil's Advocate by Morris L. West. Dell Publishing Co., 1959, N.Y.
12. Dos Passos, John. The Big Money. Pocket Books, Inc., N.Y. 1955.

ADDED ENTRY FOR JOINT AUTHOR

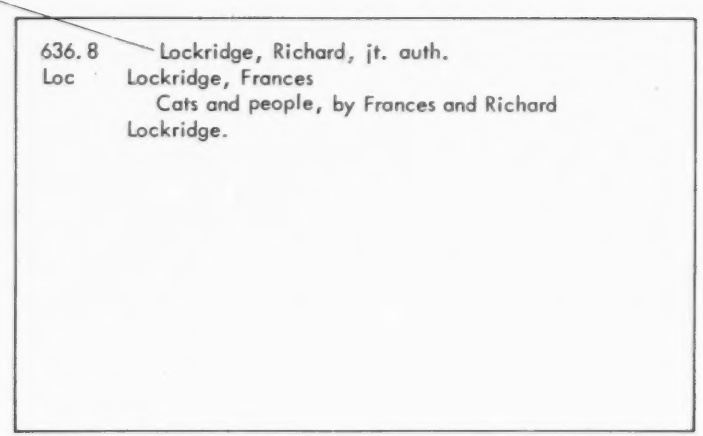
Main entry

Author statement



Tracing for joint author

Added entry for joint author



ADDED ENTRY FOR JOINT EDITOR

Main entry

Statement of editorship

Tracing for jt. ed.

```
820.8
Lam     Lamson, Roy, ed.
            The Golden Hind, an anthology of Elizabethan
        prose and poetry, edited by Roy Lamson and
        Hallett Smith.  N.Y., Norton, c1942.
            846p.

        I.  T.
        II. Smith, Hallett, jt. ed.
```

Added entry for joint editor

```
820.8       Smith, Hallett, jt. ed.
Lam     Lamson, Roy, ed.
            The Golden Hind, an anthology of Elizabethan
        prose and poetry, edited by Roy Lamson and
        Hallett Smith.
```

ADDED ENTRY FOR ILLUSTRATOR

Main entry

Statement of Illustrator

Tracing for illustrator

```
Fic
Ste     Stevenson, Robert Louis
            The black arrow, a tale of the two roses,
        illustrated by N.C. Wyeth.  N.Y., Scribners,
        c1916.
            328p.  illus.

        I.  T.
        II. Wyeth, N.C., illus.
```

Added entry for illustrator

```
Fic         Wyeth, N.C., illus.
Ste     Stevenson, Robert Louis
            The black arrow
```

ADDED ENTRY FOR TRANSLATOR

Main entry card

Translator statement

841
Vil Villon, Francois
The snows of yesterday, being a collection of poems by Francois Villon, translated by John Payne. N. Y., Modern Library, c1938.
246p.

I. T.
II. Payne, John, tr.

Tracing for translator

Added entry card made for translator

841 Payne, John, tr.
Vil Villon, Francois
The snows of yesterday, being a collection of poems by Francois Villon, translated by John Payne.

Library Services 402 - Support for Technical Services I

Assignment - 2nd week. Making Added Entries

Please make a set of cards for each of the following books: main entry, title added entry, added entries for illustrator, translator, joint author, or joint editor, as needed.

1. Gene and David Lester. Suicide: the gamble with death, 192 p. Published by Prentice Hall, N.Y. c1971.

2. Montgomery, D. Wayne. ed. and Clinebell, Howard J., Jr. ed. Healing and Wholeness. N.Y. c1971, John Knox. 240 p.

3. To live within. by Lizelle Reymond. Translated from the French by Nancy Pearson and Stanley Spiegelberg. Doubleday, c1971. Garden City, N.Y. 288p.

4. Baker, Jerry. Plants are like people. illus. by Carl Chambers. Literary consultant Carl Chambers. c1971. Nash, N.Y.

5. Three trapped tigers by Infante G. Cabrera, tr. from the Spanish by Donald Gardner and Susan Jill Levine. Harper. 416p. N.Y. c1971.

6. The last of the Mohicans, by James Fenimore Cooper, illustrated by N.C.Wyeth. N.Y., Scribner, c1942.

7. Servan-Schreiber, Jean Jacques and Michel Albert. The radical alternative. tr. by H.A. Fields. Intro. by John Kenneth Galbraith. 204p. N.Y. Norton, c1971.

8. Bellew, Bernard, ed. and Joeva Bellew, ed. Diet Dynamics. Sherbourne, N.Y. c1971. 231p.

MAIN ENTRY FOR BIBLE

General Rule

Use the uniform title Bible for the Bible and any part of it. Add to this heading the designation of the part, the language of the text, the name of the version, translator or revisor, and the year of the edition.

1. Bible
2. Part of Bible: i.e., New Testament, Old Testament, Gospels
3. Language of text
4. Name of version, translator, or revisor
5. Year of edition

Example of main entry for Bible

225.52
Bib Bible. N.T. English. Revised. 1946.
The new covenant, commonly called the New Testament of Our Lord and Savior Jesus Christ. Revised standard edition, translated from the Greek and revised A.D. 1946. N.Y., Nelson, c1946.
536p.

I. T.

EXAMPLES OF BIBLE MAIN ENTRIES

Bible. English. Authorized. 1953.
Everyman's Bible; selected and arranged from the King James Bible, by Manuel Komroff. N.Y., Cornell, c1953.
192p.

I. T.
II. Komroff, Manuel, ed.

Bible. N.T. English. Sacred Name. 1903.
The New Testament of Our Lord Jesus Christ, being a new translation, called the Sacred Name Version, printed by the Westminster Press, Philadelphia, 1903.
533p.

UNIFORM, FORM OR CONVENTIONAL TITLES

Main entry

Fic
Cer Cervantes Saavedra Miguel de
(Don Quixote)
The adventures of Don Quixote, with commentary and criticism by Rafael Constanza. N.Y., Dodd, Mead, c1964.
236p.

I. Constanza, Rafael

Instead of making title references or title cards for each entry, one title reference is made, reading:

Don Quixote
Cervantes Saavedra, Miguel de
For all entries of this work see entries under author.

Corporate entries - general

Corporate Body as Author

307
Har Harvard University
The behavioral sciences at Harvard; report by a faculty committee, June, 1954. Cambridge, Mass., Harvard University Press, c1954.
518p.

I. T.

746.19
Los Los Angeles County Museum, Los Angeles
Woven treasures of Persian art; Persian textiles from the 6th to the 19th century. Exhibition: Los Angeles County Museum, April, 1959. Los Angeles, c1959.
65p. illus.

I. T.

ENTRY FOR ANONYMOUS CLASSIC

(Main entry under English form with "see" references from variations)

Song of Roland
The song of Roland, translated by Merriam Sherwood. N.Y., Longmans, c1938.
168p.

I. Sherwood, Merriam, tr.

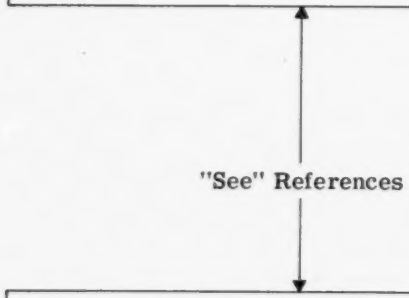
Song of Roland
Chanson de Roland, translated into English by John Payne. N.Y., Scribners, c1945.
177p.

I. Payne, John, tr.

Chanson de Roland

see

Song of Roland



Roland

see

Song of Roland

Library Services 402 - Support for Technical Services I

Assignment - 3rd week-Anonymous Classics - Make Main Entries

1. In 1481, William Caxton translated and printed a book which he called The History of Reynard the Fox. This publication has now been edited with notes and an introduction by Donald B. Sands, and has been published by the Harvard University Press in Cambridge, Mass. c1960. The publication is illustrated and contains 224 pages.
2. Evelyn Andreas has retold the story The Sleeping Beauty and illustrations for this publication have been done by Ruth Ives. Published by Wonder Books, in N.Y., c1956, it has 28 pages.

For Bible - Make main entry card for each.

1. Nelson Publishing Company published in 1952, the revised standard version containing the Old and New Testaments of the Holy Bible, in the English language, translated from the original tongues. Illustrated with 997p. This version was copyrighted by Nelson, in N.Y.
2. Catholic Press of Chicago, Illinois, copyrighted in 1953 the Family Rosary Edition of the Holy Bible (Douai version) edited by John P. O'Connell, published 1953. 909p. illus. This is the English language edition.
3. The Pastoral Epistles of the New Testament translated into English by William Barclay, known as the Barclay version. Published by Westminister Press, Philadelphia, c1960, 324p.

Corporate Body as author - make main entry card for each

1. The American Federation of Musicians has published a catoonist's version of James C. Petrillo and the A.F. of M. called Eventful Decade. Published by the American Federation of Musicians in New York City, c1954, 328p, illus.
2. The "Medical Practitioner's Handbook" is published by the British Medical Association in London, copyright 1958. It has 285p.

Uniform or Conventional Title - make main entry and title reference

1. Jonathan Swift wrote "Travels into several remote nations of the world, by Lemuel Gulliver, 1726". Published by Westminister, c1726, in London, 683p.

SERIES ENTRIES FOR BOOKS IN SERIES

Will Durant has published a series of books concerning the history of man. This series is known as The Story of Civilization. There are twelve volumes in the series, the first was published in 1935 and the last in 1965. Cards are made for each volume as it was published and these cards are identical to those cards that would be made for any book of non-fiction. But there is one difference in that we make one extra card to designate the series title so that those persons who look in the card catalog for one of the books in the series will find not only all titles of all volumes in the series but entries under the series title as well. The series card in no. 5 in the following set of samples. Please note series statement in the collation and series tracing.

1. Main entry

Series note

940.2
Dur Durant, Will
Rousseau and revolution, by Will and Ariel Durant. N.Y., Simon and Schuster, c1967.
1091p. illus. (The Story of civilization, pt. 10.)

1. Europe - Hist. - 1492 - 1789.
I. T.
II. Durant, Ariel, jt. auth.
III. Series

Tracing for Series

2. Added entry for joint author

940.2
Dur Durant, Ariel, jt. auth.
Durant, Will
Rousseau and revolution.

3. Added entry for subject

940.2 EUROPE - HISTORY - 1492 - 1789
Dur Durant, Will
Rousseau and revolution

4. Added entry for title

940.2 Rousseau and revolution
Dur Durant, Will

5. Added entry for series

940.2 The story of civilization
Dur Durant, Will
Rousseau and revolution, by Will and Ariel Durant. N.Y., Simon and Schuster, c1967.
1091p. illus. (The Story of civilization; pt. 10.)

ANALYTICS AS ADDED ENTRIES

Sometimes it is desirable to call attention to a certain part of a book, especially parts of composite works, collections, compilations, etc. Cards such as entries are called analytics since they help to analyze the contents of the book.

There are subject analytics, title-analytics, author analytics, author-title analytics, title-author analytics.

Main entry

815.08
Tho Thomas, Andrew, ed.
Representative American speeches, collected and edited with notes by Andrew Thomas. N.Y., Dodd, c1961.
580p.

I. T. 1. U.S. - Hist. - Addresses, speeches, etc.
a anals: Lincoln, Webster, Calhoun, Henry

Example of Author Analytic

815.08 Lincoln, Abraham
Tho Thomas, Andrew, ed.
Representative American speeches.

Author analytic

815.08 Henry, Patrick
Tho Thomas, Andrew, ed.
Representative American speeches.

The following example shows what the title analytic for the play Strange Interlude contained in the book Nine Plays cataloged above would look like.

812 Strange interlude
O'Ne O'Neill, Eugene
Nine plays

Title Analytics

Main entry

812
O'Ne O'Neill, Eugene
Nine plays. N.Y., Random, c1921.
867p.

Contents:-The Emperor Jones, The hairy ape, All God's children got wings, Desire under the elms, Marco millions, The great god Brown, Lazarus laughed, Strange interlude, Mourning becomes Electra,

I. T.
t anals

Author-Title analytics

Main entry

822.08
Cer Cerf, Bennett, ed.
Five famous British plays, edited by Bennett Cerf. N.Y., Random, c1956.
1108p.

Contents:-The green goddess, by Wm. Archer.- The importance of being Ernest, by Oscar Wilde.- What every woman knows, by J.M. Barrie.- Milestones, by Arnold Bennett.- The circle, by Somerset Maugham.-
(continued on next card)

822.08 card 2
Cer Cerf, Bennett, ed.
Five famous British plays . . . . . c1956.

I. T. 1. English drama -Collections
a and t anals
t and a anals

Example of Author-Title analytic for above book:

Bennett, Arnold
822.08 Milestones
Cer Cerf, Bennett, ed.
Five famous British plays

Example of Title-Author analytic for above book:

Milestones
822.08 Bennet, Arnold
Cer Cerf, Bennett, ed.
Five famous British plays.

Subject analytic

Main Entry

BC
Jon Jones, Arthur E.
The pioneers of space. N.Y., Macmillan, c1972.
280p. illus.

I. T. 1. Astronauts

Subj. anals: Glenn, John; Carpenter, Scott; Armstrong, Neil; Shepherd, Alan.

Example of a subject analytic for book cataloged above.

Card 1.

BC GLENN, JOHN
Jon Jones, Arthur E.
The pioneers of space.

Card 2.

BC CARPENTER, SCOTT
Jon Jones, Arthur E.
The pioneers of space.

Card 3.

BC ARMSTRONG, NEIL
Jon Jones, Arthur E.
The pioneers of space.

Number of cards for this book: 1 shelf list, 1 main entry, 1 title, 1 subject heading, 4 sub. anals; total: 8

Support for Technical Services I - S.G. Adamovich

Assignment: Series entries analytics

Make complete sets of cards for the following series publications including author, title, added entries as needed, and subject entries as well as series entry. Add Dewey number also.

Dial Press, N.Y., Publishes a series known as Crosscurrents in World History.

1. One of the books in the series is called Abelard and Eloise written by D. W. Robertson, it has illustrations, index and bibliography. List price $7.95, copyright 1972.

   Description of book's contents: "An excellent general study of Abelard and Eloise. . . this book presents not only an account of the careers of the medieval lovers and a fresh and significant analysis of Abelard's writings, both epistolary and philosophical, but also a learned and perceptive understanding of the legend of Eloise in history and literature".

2. A second book in the series is titled The Albigensian Crusades by Joseph R. Strayer; it has an index and retails at $7.95, and is copyrighted also in 1972. It has notes by Henry Comstock.

   Description of the book's contents: "It sketches the background, setting, events and consequences of the Cathar and Waldensian movements and the military and other efforts to extirpate them. The wars were waged for almost 20 years at the beginning of the 13th Century: the consequences, inquisition, and the ultimate weakening of the Papacy and perhaps of religion itself".

Make complete sets of cards including author - title analytics and title-author analytics for the following book: (please also include Dewey number and subject headings if needed).

Stewart, Randall: A Collection of English Short Stories. 1101 pages, illus. copyright, 1969. Published by N.Y. New Directions. Stories in book include: Kipling, Rudyard: Rikki-Tikki-Tavi; Somerset Maugham; The Book Bag; Graves, Robert, The Shout; D.H. Lawrence: The Blind Man; H.G. Wells: The Magic Shop.

Make a complete set of cards for the following book: add subject analytics.

The Lowells and Their Seven Worlds by Ferris Greenslet. Published by Houghton Mifflin, 1946 (copyright) in Boston. Illustrated. Contains short biographies of Amy Lowell, James Russell Lowell, and Anna Cabot Jackson Lowell.

Some examples of shortened publishers' names

Allyn & Bacon, Inc.	Allyn
American Book Company	American Bk
American Library Association	A.L.A.
Apollo Editions	Apollo
Appleton-Century-Crofts	Appleton
Arco Publishing Company, Inc	Arco
Association Press	Assoc. Pr.
Atheneum Publishers	Atheneum
Beacon Press, Inc	Beacon Pr.
R. R. Bowker Company	Bowker
Chilton Company	Chilton
P. F. Collier & Sons	Collier
Coward-McCann	Coward
Thomas Y. Crowell Company	Crowell
Crowell-Collier Press	Crowell-Collier
Doubleday & Company	Doubleday
E. P. Dutton & Company, Inc	Dutton
Farrar, Straus & Company, Inc	Farrar, Straus
Grosset & Dunlap, Inc.	Grosset
Grove Press, Inc	Grove
Harper & Row	Harper
D. C. Heath & Company	Heath
Holt, Rinehart & Winston, Inc	Holt
Houghton Mifflin Company	Houghton
Alfred A. Knopf, Inc	Knopf
Little, Brown & Company	Little
J. J. Little & Ives Publishing Co	Little & Ives
McGraw-Hill Book Company, Inc	McGraw
William Morrow & Company, Inc	Morrow
Oxford Book & Stationary Co	Oxford Bk.
Frederick A. Praeger, Inc	Praeger
Prentice-Hall Inc	Prentice-Hall
Rand McNally & Company	Rand McNally
Random House Inc	Random
Henry Regnery Company	Regnery
Fleming H. Revell Company	Revell
Row, Peterson & Company	Row
Scott, Foresman & Company	Scott
Scott Publications Inc	Scott Pubs.
University of California Press	Univ. of Calif. Pr.
Watson-Guptil Publications Inc	Watson-Guptil
Franklin Watts & Company	Watts
John Wiley & Sons, Inc	Wiley
The H. W. Wilson Company	Wilson
The World Publishing Company	World Pub.

Support for Technical Services I - S. G. Adamovich

Library Services 402 - Midsemester examination

1. You may use Dewey and Sears
2. Do not use your notes or notebook
3. Be sure to put your name on all papers.

A. Match the following:

1.	The middle man who obtains books in quantity from the publishers and then sells them at discount to libraries.	1. Dictionary catalog
2.	A full catalog entry giving all information necessary to the complete identification of a book.	2. shelf list
3.	An explanatory part of the title following the main title.	3. main entry
4.	The person or corporate body responsible for book.	4. sub title
5.	A catalog in which all entries and related references are arranged in one general alphabet.	5. jobber
6.	An additional entry to a main entry.	6. author
7.	An entry, identifying a book by the subject of its content not by its author or title.	7. simplified cataloging
8.	A record of books in the library, containing information about the acquisition of the books and filed in a separate catalog in the order in which they stand on the shelves.	8. entry
9.	The use of shortened forms in certain types of entries.	9. secondary entry
10.	A card representing a book in a card catalog.	10. subject entry
11.	An entry under the name of a society, institution, or government.	

Choose the correct subject headings from Sears

A book on:

1. coin collecting
2. the U.S. Merchant Marine
3. the Constitution of the United States
4. mining, metallurgy and minerals
5. ornithology
6. technical chemistry
7. naval architecture
8. North American Indians
9. the Old Testament
10. origins of the Spanish language

Choose the correct classification numbers from Dewey

1. public libraries
2. encyclopedias (general)
3. psychology
4. Bible
5. church history
6. geology
7. landscape gardening
8. History of ancient China
9. political science
10. theater
11. geometry
12. Germany, history.

Choose the correct classification numbers from Dewey:

1. etiquette
2. photography
3. Greek language
4. English poetry
5. elementary education
6. medical sciences
7. Colonial period, U.S. History, 1607 - 1775.
8. Interior decoration

Classify the following books:

1. Carlyle's French Revolution
2. Story of American Literature by Lewisohn
3. Encyclopedia Britannica
4. Sixteen famous American Plays
5. Conquest of Mexico by Wm. H. Prescott
6. Birds of North America
7. Audel's Carpenters and Builders Guide
8. Calculus Made Easy
9. The Life of Jesus by Ernest Renan
10. Philosophy of Spinoza

Mark the following True or False:

1. The Dewey Decimal System known as the DDC, was the first scheme of classification for libraries based on a logical or relative arrangement by subject.
2. A high-school library would require as close a classification as a college library.
3. Successful book classification must be based on book content.
4. Dewey worked out a decimal system of classification capable of very little expansion.
5. The relative index is one of the practical features of the DDC.
6. It is considered best for the public library to classify fiction according to the DDC scheme for literature.
7. For the convenience of readers it is desirable to have all the over-sized green books in the library together.

8. There is only one way to classify biography.

9. We always make as many subject headings as we can find that pertain to the book.

10. We are at liberty to make any subject headings we wish.

Multiple choice - Draw a circle around the answer that most nearly fits the question:

1. Syndetic is a cataloging term meaning:
   a. without cross references b. see also references
   c. blind references d. with cross references

2. The major entry card in a catalog is usually the:
   a. subject card b. author card
   c. title card d. index card

3. A number entered into a book as a record of acquisition is called:
   a. a registration number b. an accession number
   b. a call number d. an index number

4. The number of combination of numbers and letters which indicates the location of books on the shelves is known as:
   a. a retrieval number b. a call number
   c. a book number d. an order number

5. An entry in a catalog under the name of an organization responsible for publishing a work is called:
   a. an organization entry b. a corporate entry
   c. a sponser's entry d. a society entry

6. A system for classifying books originated by Melvil Dewey is known as:
   a. decimal classification b. form classification
   c. Library of Congress Classification
   d. color classification

7. The principle entry of a book in the catalog, usually giving fuller title and imprint information than other cards is the:
   a. primary entry b. series entry
   c. main entry d. title entry

8. The place of publication, publisher's name and date added to the catalog card after the title is called:
   a. footnote b. opus citum
   c. addenda d. imprint

9. The description of a book (its pages, illustrations, maps) appearing on the catalog card is known as:
   a. indention b. title line
   c. tracings d. collation

10. One who prepares for publication a work not his own and who may add personal revisions, notes, explanations, etc., is known as:
   a. publisher b. editor
   c. copy boy d. compiler

Library Services 403 - Support for Public Services I

Objectives:

1. Reference: definition and value
2. Relationship of Library Asst. to professional reference librarian.
3. The patron and reference
4. Working acquaintance with the basic reference tools.

Course Content:

A. Reference:

   1. Definition
   2. Relationship to other major library departments
   3. Relationship to and discussion of card catalog

B. Reference Guides: (Discussion)

   1. Retrospective manuals (Winchell, etc.)
   2. Current manuals (Chaney, etc.)

C. Bibliographic Data

   How to prepare for use in term papers, in reference work, in answering questions, etc.

D. The major functions/services of the Reference Dept.

E. The reference question (evaluation of, kinds of,)

F. The reference technique (handling the patron)

G. The basic materials of an adequate Reference Department (varying from ref. books to microfilm machines)

H. Reference Books (only one material of G. above) the major forms (Ency., Dicts., etc.)

I. Keeping up to date with new ref. books (the tools used).

J. Selection/Evaluation of new ref. books for the library.

K. The Reference Books

   1. Encyclopedias, Almanacs, Yearbooks, Statistics
   2. Dictionaries
   3. Biographies
   4. Bibliography/indexes
   5. Serial publications
   6. Handbooks
   7. Govt. Documents

The Method

A. Class work at many meetings is distinct from outside assignments.
   Ex: much of course control A-J is discussed and questioned during class time, while students may be researching outside class in the areas of K - Reference Books.

B. 3 or 4 short papers involving K - Reference Books.

C. Midterm Exam. and a Final.

D. Researching short questions and/or "making up" short questions to quiz others in class.

E. A freedom of questioning and answering between students and instructor during class time, lecture and class discussion.

F. Instructor arrives approximately 1/2 hour before class - and will be available after class when necessary.

G. No formal textbooks.
   Latest ed. of Enoch Pratt Free Library Reference Book is recommended.

Library Services 521 - Support for Technical Services II

Hours required: 37-1/2 Credits: 4

Catalog Description:

Support for the professional librarian in the areas of acquisitions, order forms, circulation systems, and desk work.

Prerequisite:

Library Services 401, Library Services 402, or permission of the instructor.

Purpose of course:

To acquaint the student with tasks involved in acquisition and circulation routines.

Behavioral Objectives:

The student will:

1. prepare orders for library materials
2. check files to avoid accidential duplication of order
3. receive materials, check against invoice
4. claim or cancel unfilled orders
5. maintain files and records relating to order work
6. find bibliographic information in the proper tools
7. maintain control system, reserves, overdues, adjustments, and claims
8. keep circulation statistics
9. schedule and maintain shelving operations
10. explain rules for borrowing and register patrons
11. check shelf list against circulation records and shelves for inventory control
12. give directions to patrons
13. maintain a courteous demeanor

Suggested texts:

Reading lists including periodical articles and assigned materials in appropriate books.

Possibly: Gore, Daniel: Bibliography for Beginners, Appleton, 1968. $1.60 (paperback)

Major Divisions:

I. Introduction to Acquisitions
II. Bibliographic Tools
III. Order preparation and Receipt
IV. Serials
VI. Circulation Systems
VII. Desk work including inventory control
VIII. Statistics and shelf work

Method of evaluation:

Midsemester, Final exams
Assignments
Laboratory practice

COURSE OUTLINE FOR SUPPORT FOR TECHNICAL SERVICES II

I. INTRODUCTION TO ACQUISITIONS

A. Units of Instruction

1. Definitions

a. order
b. acquisitions

2. Method of sources of acquisition

a. most public libraries buy from jobbers
b. college libraries have blanket order faculty requests
c. special libraries, special sources
d. school libraries, jobber also preprocessed collections, i.e., Brodart etc., Alana, Alesco
e. some large libraries
1) import directly from dealer for foreign materials
2) also second-hand dealers
f. college and large public libraries
1) sometimes depository (Univ. Maine, regional)
2) UNH etc., partial depository
g. special libraries also rely on govt. docs.

3. Other sources

a. gifts from individuals
b. gifts from institutions, societies
c. local organizations and groups
d. publishers' copies

B. Laboratory Exercise

1. Reading Assignment

II. ORDER PREPARATION AND RECEIPT

A. Units of Instruction

1. Definitions

a. order dept.
b. orders and preparation
c. receipt

2. Acquisition, Procedures

a. order forms
   1) how they are typed
      a) various types: multiple copy, single card, key punched, etc.
   2) various types
      a) purchase orders, jobbers
      b) requisition forms
      c) gov. docs. forms
      d) ordering from catalog, Brodart, L.J.
   3) information on card: edition statement, number of copies, vols., class no. acc. no. L.C. card no. date of order, receipt, name of dealer etc., etc.

b. ordering cards to go with books
   1) L.C.
   2) Wilson
   3) multitudinous examples may be brought in here -
   4) also cards that come with preprocessed books: Brodart

c. maintaining book order files
   1) various possibilities
      a) by author
      b) by title
      c) by purchase order
      d) by vendor

d. purchase files
   1) requisition
   2) purchase orders
      a) date of order
      b) purchase order no.
      c) vendor
      d) active/inactive
      e) request files

e. receiving
   1) checking against packing slips
   2) clearing order files
   3) matching invoices to order slips and clearing for payment
   4) matching books to catalog cards (if purchased)

f. operations related to the handling of gifts
   1) receive and record gift
   2) process acknowledgement to donor
   3) notification of proper dept.
   4) route to proper dept.

B. Laboratory Exercises

1. Compile a manual of representative forms and describe use, due end of semester, to include all forms used in classwork (also 1, 2)

III. BIBLIOGRAPHIC TOOLS

A. Units of Instruction

1. Definitions

   a. bibliography
   b. tools for bibliographic searching

2. Bibliographic tools

   a. Library Journal
   b. choice
   c. booklist
   d. publisher's weekly
   e. science books, new technical books
   f. subject bibliographics
   g. out of print lists
   h. publishers' advertisements

3. Bibliographic searching

   a. check order files, in process files, and catalog so as not to duplicate; then check some of the following for correct information:
      1) books in print
      2) paperback books in print
      3) forthcoming books
      4) subject guides to 1 and 2
      5) textbooks in print
      6) weekly record
      7) american book publishing record
      8) publishers' trade list annual
      9) cumulative book index
      10) national union catalog
      11) U.S. library of congress catalogs
      12) national union catalog

   b. for A-V materials check:
      1) University film rental catalog
      2) vendors' catalogs (rental & purchase)

3) national union catalog: motion pictures and filmstrip - music phonorecords
4) catalog of copyright entries for motion pictures, 1894-
5) educators' guide to films
6) educators' guide to filmstrips
7) educators' guide to tapes
8) landers film review

B. Laboratory Exercises

1. Exercise I, II, 3, (Tex-Tec, see appendix)

IV. SERIALS

A. Units of Instruction

1. Definitions

a. serial
b. periodical
c. continuation

2. Organization of serials

a. serials cataloging, brief definition
1) bibliographic description
a) title, date of first issue, publisher date of first publication, notes, title changes, tracings
b. entry for serials if currently received
1) open entry example: i.e., The Saturday Review of Literature, V 1- Aug. 2, 1924
2) correct bibliographic entry can be found in L.C. catalogs
c. files maintained in order department
1) check-in file, a master record of serials being received
2) bindery record
a) prepare for bindery
- checking for missing issues
- dividing by volume
- adding indexes
- preparing records
- preparing serials for mailing, boxing, etc.

B. Laboratory Exercises

1. Forms 4, 5, add forms to manual.

V. CIRCULATION

A. Units of Instruction

1. Definitions

a. Technical services
b. public services

2. Introduction to circulation
a. what goes on in circulation
1) circulation of materials
2) assistant in locating, areas to visit directional information
3) special services, programs, displays

3. Circulation, methods, systems

a. historical background
1) ledgers
2) dummy slips
3) temporary slips
4) 2-card system
b. 20th century
1) Newark system
2) Shaw system, others
3) use dependent on type of library and its objectives
a) user convenience
b) accountability
c. manual systems
1) cards
2) filing variations
3) signature charging
d. book charging machines
1) Gaylord
2) Demco
3) Sysdac
e. photographic charging
1) Recordak
2) Remington Rand
f. punched card systems
1) IBM
2) McBee keysort

B. Laboratory Exercises

1. Assigned reading

VI. DESK WORK

A. Units of Instruction

1. Registration and/or identification of borrowers
   a. public libraries
      1) application
      2) limitations (geographic limitations, membership, etc.)
      3) common borrowers' card
   b. school and college
      1) student I.D. card
      2) separate library card
   c. special libraries
      1) application
      2) membership
      3) business, company, industry
      4) government clearance
2. Issue cards to borrowers
   a. maintain file of names, addresses
3. Charging/discharging
   a. loan, t-card
   b. loan period
   c. filing rules, date due
   d. counting circulation
   e. slipping, carting
   f. snags
4. Reverse books
   a. request - public libraries, the best sellers
   b. in school, college, public libraries, assigned books
   c. 1-week loan, 2-week loan
   d. tagging circ. card in public library
   e. other methods
   f. reserve room in college
5. Interlibrary loan
   a. reasons for
   b. how it works
   c. ALA form
   d. lending procedures, how they vary
   e. return procedures
   f. variation in policy, money spent, etc.
6. Inventory Control - Overdues
   a. files and dates for identification of overdues
   b. multiple copy of overdue letter or card
   c. notify teacher, some schools
   d. machine, IBM, generated overdue notices
   e. use of 2nd, 3rd, or final notice
   f. fines, collecting, record keeping, no fine policy
   g. difficulty retrieving materials
      1) loss of library privileges
      2) clearance prior to graduation
      3) small claims court
7. Taking inventory
   a. check shelf list against shelves, item by item
   b. check circulation, etc., for those titles not found on shelves
   c. discard procedures
      1) pulling cards, etc.

B. Laboratory Work (forms, reading, etc.)

VII. STATISTICS AND SHELF WORK

A. Units of Instruction

1. Daily circulation totals and breakdowns
   a. objectives, reasons for statistics
2. Alternative methods
   a. sampling techniques
      1) attendance
      2) subject area
      3) special program
      4) one day a week, or one a month.

3. Shelf work

   a. systematic shelf reading procedures
      1) working out schedules for pages, student help, checking, etc.
   b. return books, use of book cards
   c. damaged books, routine handling
   d. snags, problems
   e. mending needed

B. Laboratory Work

1. Finish manuals including all forms used, examples, etc.

REFERENCES

Boyd, Jessie. Books, Libraries and You. N.Y., Scribner, 1965.

Coplan, Kate. Effective Library Exhibits. N.Y., Oceana, 1958.

Wallace, Sarah L. Patrons are People. Chicago, ALA, 1956.

TRANSPARENCIES

Library Manners

Sharing the Library

Circulation of Library Materials

From: John W. Gunter, Inc.

Library Services 522 - Support for Public Services II

(To Be Developed)

Library Services 520 - Support for Media Services I

Hours required: 37-1/2 Credits: 4

Catalog Description:

Support for the professional librarian in the areas of acquisition, maintenance and operation of non-book media hardware.

Prerequisite:

Library Services 402, Library Services 521, or permission of the instructor.

Purpose of the Course:

To train the Library Technical Assistant to meet the audio-visual needs which may arise in any library, where non-book media is not the prime objective in acquisition and services.

Behavioral Objectives:

The student will:

1. Loan and operate the following types of equipment:

   a. 16 mm projectors
   b. 8 mm projectors
   c. filmstrip projectors
   d. slide projectors
   e. overhead projectors
   f. microfilm and microfiche readers
   g. phonorecord players
   h. tape recorders/players
   i. cassette players/recorders

2. Name at least ten common sources for acquisition of commercially produced software such as commercial catalogs, sales representatives, and media indexes.
3. Fill out various types of previous request forms or standard letter for same.
4. Fill out purchase order forms.
5. Receive, unpack, check against invoice, route non-book materials.

Suggested Texts:

1. AECT Cataloging Manual for non-book materials. AECT, 1970.

2. Bridges for Ideas. A series of handbooks published by the Visual Instruction Bureau, Univ. of Texas, Drawer W., University Station, Austin, Texas, Includes:

   Better Bulletin Boards
   Educational Displays
   Felt Boards
   Lettering Techniques
   Local Production Techniques
   Models for Teaching
   Production of 2 x 2 inch slides
   The Opaque Projector
   The Overhead System
   The Tape Recorder
   Tear Sheets

3. Also Possible:

   Educational Media Laboratories: Multi-media instructional kits on all phases of audiovisual. 4101 South Congress, Austin, Texas, Includes:

   Basic Educational Graphics
   Projected Media: Conventional Media
   Projected Media: The Overhead System
   Projected Media: Cameras and Their Uses
   Projected Media: Television

Major Divisions:

I. Introduction to Course
II. Loading and Operation of Various Types of Equipment
III. Sources for Acquisition of Non-Book Materials
IV. Forms and Procedures used in Acquisition of These Materials.

Methods of Evaluation:

I. Laboratory performance (running the equipment, loading, producing materials, etc.)
II. Midsemester and final exams geared to testing the attainment of the original behavioral objectives
III. Written assignments.

COURSE OUTLINE FOR MEDIA SERVICES I

I. INTRODUCTION TO COURSE

A. Units of Instruction

1. Definitions

   a. media
   b. non-book materials
   c. a-v- materials
   d. software
   e. hardware
   f. materials center, media center

2. Overview of forms of media

   a. 2" x 2" slides, color and b&w
   b. 35 mm flimstrip
   c. cassette tapes
   d. 8 track, 4 track tapes
   e. overhead transparencies
   f. charts, posters and displays
   g. models, mock-ups
   h. realia
   i. specimens
   j. photographs, pictures
   k. 16 mm film, b&w, color, silent, sound
   l. 8 mm film, film loop, silent, super 8, sound
   m. phonograph records
   n. audiotapes
   o. video tapes

3. History

   a. early use, i.e. pictures, stuffed birds, etc.
   b. modern development
      1) small public library
         a) records, film cooperatives, cassettes, etc.
      2) large public library
         a) extensive collections: cite local libraries - records at Manchester City, Concord Public; art and music dept., etc. Nashua, - video tape use
      3) media centers in school libraries
         a) Salem as example
         b) how important media is in school libraries, etc.

4) academic libraries
   a) examples: microforms of all kinds
   b) use of video tapes, etc., for instruction in use of library, also audio tapes
   c) use of teletype between various academic and public libraries in New Hampshire
   d) applications of automation to circulation systems, etc.
5) special library uses
   a) business
   b) hospital
   c) church
   d) other
6) computer technology in
   a) large libraries of all kinds
   b) data processing, punch card, circulation systems, ordering, BATAB at UNH for instance, on line, the OHIO system, NELINET, MACR, etc.
   c) copyright problems - Dr. Low and the Committee on Copyright Problems
   d) future of automation and libraries - information centers, information retreival, etc.

B. Laboratory Exercises

1. Reading assignments

II. LOADING AND OPERATING VARIOUS TYPES OF EQUIPMENT

A. Units of Instructions

1. General Objectives of the Unit
   a. to demonstrate the use of all common types of hardware used with non-book media
   b. explain principles of operation and construction
   c. demonstrate various skills:
      1) clean lens surfaces
      2) change cartridges
      3) change lamps
      4) heads cleaned
      5) set recording and playback levels
      6) select and place microphones for local recording
      7) splice and erase tape
      8) splice motion picture film
      9) other

2. Description of and uses for Readers
   a. microforms utilize space
   b. explanation of operating procedures for readers for microfilm, microfiches, etc.
   c. students will practice loading and operating machines.

3. Description of and use of Projectors
   a. for teaching
   b. for lectures
   c. for children's programs
   d. for business use
   e. academic uses
   f. other
      1) students will, be shown operating procedures, loading, ect., for
         a) projectors (16mm) silent, sound
         b) filmstrip
         c) overhead
      2) student will practice loading and using these various types of equipment.

4. Description of and uses for Phonorecord Players
   a. long-standing use in libraries, listening rooms, group programs, lending and circulation
   b. demonstration of operating procedures
      1) loading, earphones, etc., setting controls
      2) student will practice loading and running machines

5. Description of and uses for Tape Recorders
   a. educational tapes, on-the-spot recordings, etc., use in media programs, in libraries, etc.
   b. explanation of operating procedures for 4 track, 8 track
   c. student will load and operate machines

6. Description of and uses for Cassettes
   a. uses in various types of libraries
   b. comments on future possibilities - in the home through TV, etc.
      1) loaning, listening, hardware accompanying cassette, recreation, education, uses

c. explanation of operating procedures for
   1) cassette players, cassette, recorders, cassette reproducers
d. student will load and operate machines

7. Other types of equipment may be introduced here as it may be locally available for demonstration and practice.

B. Laboratory Exercises

1. Practice using machinery, make tapes, do a project making original materials, outside reading.

III. SOURCES OF ACQUISITION

A. Units of Instruction

1. Explain and give examples with catalogs, etc.

   a. commercial producers
   b. rental agencies
   c. system of preview, restrictions

2. Introduce

   a. media indexes (list and show common ones)
   b. government sources, local, state, federal
   c. free films guides
   d. groups such as Sierra Club
   e. commercial firms, TWA, Shell, Bell Telephone, etc.,
   f. reviewing media, show examples, of periodicals Landers, etc.

B. Laboratory Exercises

1. Outside reading, assemble bibliographies, etc.

IV. FORMS AND PROCEDURES IN THE ACQUISITION OF SOFTWARE

A. Units of Instruction

1. Show various types of request forms for preview or inspection - also form letters which may be used.

2. Indicate proper letter form to sales representatives to demonstrate equipment.

3. Show procedures for handling preview materials

   a. i.e., arrival, checking against request forms etc.
   b. checking for date of preview, for accuracy
   c. alerting staff for preview
   d. detection of unrequested materials
   e. overdue materials
   f. materials which have been bought if not returned by certain date, etc.

4. Return unpurchased materials

5. If to be purchased, initiate requisition and/or order form

6. Check materials in against invoice, check through order records, route appropriately for processing cataloging, etc.

B. Laboratory Exercises

1. Fill out forms correctly, compose letters demostrate through oral discussion an understanding of the objectives and procedures of this unit.

REFERENCES

Periodicals in the field

McLuhan, Marshall, Understanding Media

Recent Materials (catalogs, advertising media) showing the vast amount of hardware and software available

School Library Standards for Media Centers, ALA most recent edition.

SECTION 6

EVALUATION OF EDUCATIONAL PROGRAM

The paraprofessional course of instruction at MVB includes a variety of coordinated approaches in order to more effectively meet the needs of its students.

The curriculum is designed to provide multi-faceted experiences and responsibilities to help the student take his place in the total service aspect, as well as to improve his self image, motivation, aspirations, interpersonal relations, and to acquire sophisticated, marketable skills. The goal of the degree program is to make the paraprofessional library assistant vitally important to the success of a library program and thereby assist those who were out of work to develop a new career and a new economic outlook.

To assess progress in this broad enterprise, evaluations were dissemenated to student, faculty, employer and/or supervising librarians, Model Cities Agency officials, and outside evaluators to determine how much real progress the college preparatory courses were making in reaching these ambitious goals.

The major findings of the surveys (See Appendix C for copies of forms) follow.

SCHOOL EVALUATION

Asked to comment if there is a recognizable connection between in-class course work and full work, all students responded affirmatively. Many felt that instructors had uncanny abilities to present ideas and materials that met their needs. Some students responded that the three courses they had taken allowed for individual needs and responsibilities that differed with the type of library they were working in.

In a few cases students who had family obligations found it somewhat difficult to be able to master all the homework assigned in the Reference course in particular.

The one paraprofessional was able to complete her assignments during the Easter recess. She and her husband had planned to chaperone a church youth group to Florida during that period of time. However, recognizing her career obligations, she changed her plans in order to finish a paper for the Literature course and to complete assignments for the Reference course.

Another paraprofessional was having some difficulty with the Reference course. She was upset after the mid-term examination and had to be reassured by the supervising librarian. The young lady did better than she anticipated and afterwards was satisfied with her course work.

A woman working in an elementary school also expressed concern over her work in the Reference course. The many titles that one is required to recognize and have some familiarity with in order to advise young library users, seemed overwhelming to her. However, her course work was very satisfactory and her concern was not warranted.

One individual was having difficulty with homework assignments and still functioned on her job as an elementary school library assistant, besides caring for seven children.

Another Model Cities participant was doing extremely well in the Reference course, enjoyed the Children's Literature course, but was having difficulty with Geology. The supervising librarian contacted Mrs. Adamovich, the Coordinator and Mr. Laughlin, MVB Director of Programs in order to assign a tutor. The latter helped the concerned student to successfully complete the course.

Merrimack Valley Branch has hired two tutors, one for humanity and communication courses and the other to assist Model Cities and non-Model Cities participants in mathematics and science. These two qualified people are available as often as requested by students. Arrangements have been made for as much one-to-one tutoring and general assistance as deemed necessary.

While the effectiveness of this tutoring will be evaluated at a later date, it can be stated from student replies that it has been fruitful and in some cases the degree of difference in passing the course.

A student working 25 hours a week in an elementary school library answered "classwork has definitely helped me in the library. I have the opportunity to put theory into actual practice and evaluate what I've been taught with what I can accomplish."

With regard to the query "What course that you have taken could have prepared you better?" she replied, "I feel that the Library Technical Service is the one and this, of course, was primarly a cataloging-type course. I feel it should have offered more although cataloging is important."

To the question "Is it hard to do school work and library work plus keep a home?" One woman answered "This varies with the course. If the course demands a great deal of reference or research work, including using the public library or other means to search out resources, I have encountered some difficulties. Otherwise, there is no problem."

While there were some complaints similar to the ones quoted, students reacted favorably to the courses and felt they helped them understand the abstract concepts of technical services, cataloging, reference, et al. Academic study becomes more meaningful when the student is given the opportunity to use his knowledge in a work situation. Students implied that they are learning methods, techniques, and procedures in the classroom and then having the opportunity to apply them on the job.

An instructor stated that employment tied in with academic study allows for valid and reliable instruments to be employed to measure course outcomes in order to relate them to objectives.

Evidence exists that the interest level of the participants in the courses remained high throughout the first year. Another instructor observed enthusiastically, "You can see it working. You can see the connection being made as they work and you know they understand."

Evaluation of an educational program, not only those involved in it, but by those outside it, has the potential capability of further advancing the quality of training for the paraprofessional in the program.

WORK-STUDY EVALUATION

Outside evaluation followed a similar pattern to the Institute's self-evaluation. The objective questionnaire that was presented to supervising librarians and employer-librarians considered the following areas:

General:

1. Participants work attitudes and achievement measurement.
2. General ability to understand and carryout instructions.
3. Competence in directing the work of others (clerks, pages, volunteer helpers).
4. Ability to meet and work with the public.
5. Ability to communicate verbally. In writing.
6. General ability, aptitude, and motivation.

Special Skills:

1. Basic skills: filing, typing, lettering, posting neatly, etc.
2. Cataloging: accuracy in typing cards, added entries, subject headings, etc. Ability to handle specifications of cataloging procedures, i.e., ordering cards from suppliers, shelf listing, assigning call numbers, assigning subject headings. Also filing cards and maintenance of card catalog and shelf list catalog.
3. Acquisitions: accuracy in book and nonbook ordering. Checking selections against present holding to avoid duplication. Processing incoming periodicals and pamphlets; processing incoming books; use of Cumulative Book Index, Books in Print, and myriad publisher's catalogs.
4. Book processing and preparation: book markings, library identification, applying pocket, date due slip, etc.
5. Circulation: understanding of library lending rules and procedures. Registration of clientele procedures. Charging and discharging books and other materials. Maintenance of loan records. Overdues and fines.
6. Reference and Research: knowledge of reference tools, including abridged and unabridged dictionaries, encyclopedias, almanacs, atlases. Knowledge of card catalog, dictionary and divided arrangements. Use of reading lists and bibliographies. Use of periodical indexes and subject catalogs like Books in Print and NICEM catalogs of audiovisual materials.
7. Multi-media: knowledge of criteria for selection of nonbook materials including authenticity, appropriateness, interest level, organization and technical aspects. Awareness and ability to use selection aids for audiovisual materials. Understanding of reproduction machines. Arrangement of materials and storage of equipment. Knowledge of basic cataloging rules and adaptations for nonbook materials. Typing format. Physical processing and storage. Housing accommodations. Handling and setting-up of equipment.

The response from the professional librarian to the questionnaire was both lucid and enthusiastic. The following is a random sampling of comments made by the librarians in response to the questionnaire.

"She finished the processing of books which arrived with catalog cards....and wrote to the company about providing cards for the books which came without them."

"She is assigning Dewey numbers accurately to the 500's and the biographies of an order of 90 books and marking neatly and accurately the spines, applying the plastic-clear jackets, pockets and preparing the books for the shelves."

"Both women are planning to attend the 'Books on Exhibit' show which will display over 100 publishers' new titles to be held at Mt. St. Mary's College. They will look at the offerings for background information."

"She is preparing a new book order during the month of April. I discussed with her some book selection methods and some book selection tools. She realizes that final approval of all items she orders goes through Mrs. _____ who is nearly finished with her Master's in Education in Library Science degree and can offer insight and direction."

"The library has begun to take on a little more cheerful look. The paraprofessional has selected new posters, has decorated demonstration boards. She worked with the reading teacher in developing a useful, eye-catching theme. I also took Mrs. _____ a copy of the Chart of Library Skills for each grade level because in the Junior High School there is almost no instruction in the use of the library and an orientation into the materials available. I really feel that Mrs. _____ needed to be made aware of this immense gap in the library instructional program in that school. She shows a willingness to remedy this situation."

"The first class I observed Mrs. _____ instructing in the elementary school, I felt she was a little bit nervous. She began by explaining to the children the difference between fiction and nonfiction. She differentiated reference books from the general collection. She also described briefly how one should treat a new book since all the books in the collection are new. I suggested at the end of her lesson that she should review week after week some of the new concepts she was introducing to the children so that they will retain the important points. I went over lesson plans with her. The library is operating quite well. She is handling audiovisual equipment well, and her circulation routines are operating efficiently. Approximately one book per child every week has been the result since the library has been open.

The classes visit the facility once a week. Teachers, children, and the principal seem pleased over her work. She is very enthused."

"Mrs. _____ had both school libraries open by the first part of April. There has been some delay because she felt that she absolutely had to have all the books ready to be circulated by the time the libraries opened. Just before one opening, the Model Cities organization sent her a new magazine rack and although neither school subscribes to any magazines for the libraries, she was able to put it to excellent use as a display rack for large-sized books and for works she wants to publicize. She was hoping to eventually place duplicate magazines from the classrooms.

It is amazing how she has transformed the room. There are curtains, attractive paper umbrellas decorating the walls and doors, the duplicating machine that used to be in the room has been removed, additional book shelves have been brought in, there are two tables and one with a divided top so that it is now a carrel, and a circulation desk. She has done a fine job particularly since there is no budget. She has begged materials from teachers.

She has trained two sixth grade pupils to charge out books when she is working in the other school. Her guidance and instruction has been pivotal in making them function well.

Mrs. _____ is conducting story hours and picture book programs in both elementary schools. I presented her a copy of a helpful pamphlet, "How to Conduct Effective Picture Book Programs and she is already making use of the ideas."

Another paraprofessional is described in this fashion:

"Mrs. _____ and several teachers and the principal took a number of upper grade pupils to the John F. Kennedy Coliseum in Manchester to view the International Exposition. Since many of the children came from various ethnic cultures, Mrs._____ had presented a book hour before the field trip, hoping to correlate the exposition to their background.

She has a 16 mm projector available and presents films from the University of New Hampshire's Audiovisual Center."

"Mrs. _____ has been instructing library skills to her classes. The interest level has been high. She has also enlisted a number of children to assist in sorting cards, checking in books, and shelving books.

The comments about a paraprofessional who is judged as not academically suited to go beyond the Associates degree are interesting. The supervising librarian writes ". . . Mrs._____ is a very maternal sort of woman. She has six children of her own. She is the librarian in an elementary school in the depressed area of the city and gives the school children great love and attention. She is well suited to be involved in children's library work."

Further along in the evaluation are such comments:

". . .(she) is receptive to new ideas and appreciates help. She keeps the needs of the children in mind and does not let routines or standard practices get in the way if they hinder the children."

Nevertheless, the evaluater feels she lacks the acumen to go further educationally. She recommends her taking more courses in elementary education in order to be aware of more methods of "getting her ideas across to children. Sometimes she does not express herself well."

The above student supervised another paraprofessional in the elementary library. The supervising librarian and the first paraprofessional ". . .discussed the student and (we) feel she is not particularly suited to elementary library work. Mrs. _____ is not very sympathetic toward the students. She is rather rigid and is not particularly liked. I believe she could be very effective in another type library."

It should be noted that this last individual being evaluated possesses a bachelor's degree and ". . .could easily complete a Master's degree in library science." The evaluation goes on to say that her resistance to follow the other paraprofessional's suggestions was due to her academic status. "She is perfectly willing to listen to someone who she considers to be an authority."

Regarding another woman, the evaluation suggests that "the job is bigger than a technical assistant can handle. Yet, Mrs._____ has done a good job in the elementary school library, especially organizing the collection."

Another woman is "the only librarian in a junior high situation. She is not adequately trained or properly suited for so large a role. She is very interested in her work and performs the technical tasks with efficiency. The students irritate her to some extent."

The supervising librarian concludes: "Perhaps her second library experience will help to broaden her."

SUMMARY

The intent of this part of the report is to provide future educational planners of programs involving disadvantaged individuals with an aptitude for paraprofessional work with significant, reliable and acceptable information regarding factors which will influence a future situation of similar intent. It should be noted that the means for collecting and assessing data perhaps require more development.

However, the project staff is confident that the questionnaire technique will have relevance for subsequent efforts along with searching the literature to identify other significant programs and trends, interviewing professionals in all areas of library education, interviewing planners in the field of cooperative programs for the disadvantaged due to low income, and synthesizing and validating these data.

For a paraprofessional in the library, the public and their needs is of paramount importance. How the paraprofessional affects library service was the subject of a questionnaire given to young and old library clientele. The following questions were presented:

1. Did you have contact with library personnel during your visit to the library? If so, was this contact satisfactory?
2. Did you need assistance? In what area?
   a. Finding a specific book
   b. Finding a book on a particular subject.
   c. Collecting information on a particular subject.
   d. Selecting recreational reading.
   e. Using the catalog. Interpreting catalog card.
   f. Locating material on the shelf.
   g. Use of periodical collection.
   h. Use of periodical indexes.
   i. Locating a specific item of information.
   j. Use of encyclopedias, dictionaries.
   k. Other reference work.

   Did the help you receive fill your needs:

   Completely_____ Adequately_____ Somewhat_____ Not at all _____

   Was the help provided:

   Expertly_____ Well _____ Adequately_____ Awkwardly _____ Poorly _____

   Other comments on the quality of the service:

The responses were very favorable. School children found the paraprofessional helpful and genial.

One little girl said, "The story she read was really great." Another, describing the same paraprofessional remarked "She has shown me the new horse stories. She is lots of help."

A few sixth graders in another school in Manchester were part of a library aide club. They expressed a desire to continue assisting with such chores as shelving books, filing book cards, and stamping the date due on out-going books. One said, "Mrs. _____ has helped a lot in showing us how to do those things. She is very friendly. She's a good teacher."

One incident did occur at an elementary school about two weeks before the term's end. A teacher objected to the way Mrs. _____ handled her pupils. The scheduling of the class for a library period conflicted with the teacher's plan and drew her ire. The teacher stated "Mrs. _____ does not know what she is doing and isn't accomplishing very much."

It should be recorded that this conflict was disappointing to the library assistant. Upon advice from the supervising librarian she conversed with the school's principal and pointed out that the teacher's remarks on the questionnaire were unfair and further her flare-up in front of the children was un-professional.

Other responses from students and teachers concerning this same individual were good. In another instance, a few teachers remarked that the paraprofessional had some difficulty communicating with children. One thought she would be better in a public library where her work would draw here in contact with adults.

In a secondary school, the abilities and character of the paraprofessional drew high praise except for a personal deficiency; namely, body odor. It was felt that this could be corrected without too much embarrassment.

In a public library, the library assistant was rated excellent in all areas by clientele. One remarked, "I thought she was a librarian. She helped me locate some reference books without any hesitation. She possesses a friendly way about her."

A student employed in a special library drew this evaluation from her supervising librarian:

Regarding suitability for library work (temperment, attitude, interest, etc.) he wrote: "Excellent rapport with library patrons. Unfailingly pleasant. Good attitude toward serving the public." He felt that she was "self motivating in the face of new work situations. Flexible in shifting from task to task." While he felt her typing was "halting" and no doubt needs help in that skill, her personality was such that she "was ideal for a circulation desk." In conclusion he evaluated here overall as a "top notch person" and a "thoroughly valued worker."

The same supervising librarian in that special library evaluated another paraprofessional in this manner: "Good attention to inevitable library details. Attitudes are polite but reserved."

His reply to the query regarding readiness to learn, adjustment to work environment, and eagerness to try drew the following: "Quick comprehension of new and complex tasks."

He concluded from his many observations that the woman has an excellent future in internal library operations, is all-around efficient, and is most likeable.

These descriptions are intended to present a brief but comprehensive picture of the competencies of the individuals as well as the job satisfaction they are experiencing.

To determine further effectiveness of the "para" education program at the University and the various community libraries, a follow-up study of the graduates should be undertaken. Now it is suffice to emphasize that the Institute has designed activities to serve both participants and participating libraries satisfactorily. All involved have gained practical insights. The paraprofessionals have successfully integrated themselves in supportive roles. They have made important contributions to the achievement of superior library service. Manpower has been effectively utilized at the supportive level.

In the next section, descriptions of what library technical assistants actually do in their jobs is given. One should note that these descriptions have been compressed and synthesized to present just the most pertinent information relevant to each function.

SECTION 7

GROUPING OF TASKS

What follows is a listing of job descriptions for library technical assistants. An assist is given to the publication, School Library Personnel; Task Analysis Survey (ALA) 1969 in helping to identify the major tasks. They are divided in the following categories:

I. Tasks related to development of the educational program
II. Administrative tasks
III. Tasks related to instruction
IV. Tasks involving special services to faculty and students
V. Tasks in selection of materials and equipment
VI. Tasks in the acquisition of materials and equipment
VII. Tasks in the production of materials
VIII. Tasks in the preparation of materials
IX. Tasks performed in organization
X. Tasks in circulation of materials and equipment
XI. Tasks in maintenance of materials and equipment
XII. Tasks involving performance of clerical and secretarial duties

I. Tasks Related to Development of the Educational Program

1. Assists instructional staff by apprising it of available materials.
2. Evaluates materials and equipment based on observed evidence in relation to desired charge.
3. Provides the sources in order for instructional staff to find out which media materials are basic and which are supplementary in nature for existing curriculum plans.

II. Tasks Related to Administration

1. Able to assist in planning a library's physical plant by identifying spatial requirements, amount and type of furniture.
2. Identify in clear and constant form valid library policies based on surveys of needs identified by professional journals and books.
3. To assist in budget preparation providing the most judicious financial plan to pay for the contributions of library resources to the attainment of stated objectives.
4. Help organize the program so that media in all forms is available when needed for maximum contributions. This includes selection of ordering forms and procedures and scheduling methods, forms of control processes.
5. To assist in directing student aides in such tasks as reading shelves, shelving materials, and general page duties.

6. To assist in developing proper forms necessary for the operation of a library including overdue notices, recommended reading lists, new book arrival lists, cards for file of reference sources difficult to locate, etc.

7. To assist in compiling written reports useful in pointing out how nearly the library is meeting its objectives. The ability to keep records that are complete and accurate is necessary, including comment on statistics. Reports fall into such categories as attendance, size of collection; including additions, losses, discards; circulation; the number of reference questions brought to the reference desk; special services finances.

8. To acquire supplies to support collections; selected from authorized library supply houses, after careful assessment of what is required, in line with the existing supplies and with consideration of their value to new acquisitions.

9. To take inventory of materials in order to ascertain what is needed to support curricula and community and to provide replacements.

10. To bring a democratic conscience to day-to-day disciplinary problems that the library assistant may be confronted with, while dealing with young people in the library.

III. Tasks Related to Instruction

1. Assists the librarian in the instruction of locational skills.
2. Demonstrates the use of equipment, including threading of film, aligning audio and video tapes, setting-up of record players, etc.
3. Assists students in setting-up equipment in study carrels for independent study.

IV. Tasks Involving Special Services

1. Reads stories to children.
2. Sets up projectors and related equipment for noon-hour and after-school programs; likewise for film programs in public libraries.

V. Tasks in Selection of Materials and Equipment

1. Maintains a file on requests for materials (consideration file). Constantly revises such file in order to insure up-to-dateness.
2. Locates and makes available the best materials and equipment from perusal of professional journals and reports.

VI. Tasks in the Acquisition of Materials and Equipment

1. Keeps a file of any orders charged against the budget thereby having a record of the appropriation still remaining.
2. Conduct a search in selection aids for complete data.
3. Type the order including such information as shipping instructions, place of delivery, etc.

VI. Tasks in the Acquisition of Materials and Equipment (continued)

4. Opens books and audiovisual items, collates, applies identification.
5. Posts magazine orders.
6. Acknowledges gifts and exchanges.

VII. Tasks in the Production of Materials

1. Make overhead transparencies by machine methods: diazo, thermofax, handmade.
2. Mount transparencies; hinge overlays.
3. Make mimeo-stencils and paper copies.
4. Use the Kodak Visualmaker to develop slides; use 35mm cameras and Polaroid equipment.
5. Dry mount materials; laminate; make color-lifts.
6. Operate lettering and drawing devices.
7. Mount slides in frames.
8. Operate video tape recorder.
9. Operate audio records.
10. Splice and edit 8mm and 16mm film.

VIII. Tasks in Preparation of Materials

1. Clip items from newspapers and magazines and catalogs for vertical file.
2. Type cards and pockets for books and other materials.
3. Paste pocket and date slips in books and other materials.
4. Letter, label and shellac books, phonorecords, and filmstrips.
5. Apply plastic cover to books.
6. Prepare pamphlets for vertical file.
7. Place current newspapers and magazines on rods and in plastic jackets.
8. Add marks of ownership.
9. Inspect books returned from the bindery.

IX. Tasks Performed in Organization

1. Checks and verifies bibliographic data for cataloging purposes with regard to print and non-print materials.
2. Orders printed cataloging cards.
3. Makes cards from main entry.
4. Processes added copies and new editions.
5. Files catalog cards and shelf list cards.
6. Completes information on printed cards.

IX. Tasks Performed in Organization (continued)

7. Sorts and shelves materials.
8. Reads shelves and information files and maintains their order.
9. Shifts books and audiovisual materials.
10. Removes cards of discarded or missing materials.
11. Maintains shelf list and equipment files.

X. Tasks in Circulating Materials and Equipment

1. Sets up and organizes circulation desk.
2. Sorts and files transaction cards.
3. Fills request for materials and equipment.
4. Reserves materials.
5. Issues overdue notices.
6. Organizes circulating and filing magazines in storage room.
7. Counts and records circulation statistics.
8. Computes, collects, and records payments for overdue, damaged, or lost materials.
9. Develops routing slips for distribution of materials.

XI. Tasks in Maintenance of Materials and Equipment

1. Inspects print and non-print materials for damage.
2. Inspects and keeps in good condition all displays, exhibits, motion picture films and filmstrips, tapes, etc.
3. Prepares equipment service check-ups for media technicians.
4. Keeps accurate records of all equipment and of spare parts ordered and of repairs completed.
5. Repairs books and other printed materials.
6. Binds copies of old periodicals.

XII. Tasks Involving Performance of Clerical and Secretarial Duties

1. Assists in inventory of print and non-print materials and A-V equipment.
2. Types notices, bibliographies, bulletins, letters, cards, orders, correspondence, etc.
3. Performs messenger service including mail sorting and delivery.
4. Issues library cards.
5. Files orders and invoices.

SECTION 8

EVALUATION OF THE PROJECT

In this section an attempt is made to evaluate the program after one year of operation and describe its major strengths and weaknesses. It must be noted that specific objectives are somewhat loosely measurable, often in speculative terms. Nevertheless, the observations, recommendations, and corrections are presented herein for evaluation and possible adjustment with regard to next year and the future.

The Library Technical Assistant program leading to the Associate in Arts degree and a paraprofessional career as a Library Technical Assistant has been successful in fulfilling its first year's objectives in providing a bridge to a new job and a new economic lease on life. The courses of instruction taught at Merrimack Valley Branch, University of New Hampshire, have made significant contributions to the participants' comprehension of a library's requirements. In addition, these courses have helped to develop the particular skills and techniques, needed for library related activities.

The first semester grade report is very encouraging. See Table 3 for the courses and the letter grades received by Model Cities students.

As a result of participating in this program, the libraries have become more responsive to the needs of these individuals in terms of recognizing the essential work experiences needed to prepare competent Library Technical Assistants to perform the required tasks.

The participants are being provided with a career potential through classroom work, laboratory activities and on the job work experience, and are being endowed with skills for which libraries are willing to pay. As part of their training, the assistant will not only acquire specifically related library skills, but will also understand the underlying philosophy of librarianship. The assistant will have an awareness of the library as a social institution both in the past and its present role in the modern world, and will have more of an appreciation for the structure of the various types of libraries, their administration, services and personnel requirements. The Library Technical Assistant will be trained initially for a supportive role, whose function will be to assist the professional librarian, and in those libraries where career ladder positions are fully developed, support those program participants who are higher up the career ladder. It is anticipated that many assistants will be motivated to pursue additional higher education courses, and ultimately attain professional status.

A very reassuring aspect of the Library Technical Assistant program is the obvious recognition by the faculty of the participants needs at the present time and the unrestrained commitment of all concerned to the successful resolution of the programs objectives.

Recommendations to strengthen the Institute include more student participation in course planning, course sequences and curriculum input.

Students should select representatives to serve on the Curriculum Committee. This will enable the Curriculum Committee to consult directly with students in matters of program planning and problem areas.

TABLE 3. GRADE REPORT, SEMESTER I

Model City Students - Library Science Program

Student A

Intro. to Lib.	C	
Ed. Psych.	D+	
Freshman Eng.	C	
Intro. to Music	B+	
	Accum. Avg.	2.25

Student B

Intro. to Lib.	B+	
Human Biology	Inc.	
Freshman Eng.	C	
Intro. to Music	B+	
	Accum. Avg.	3.0

Student C

Lib. Tech. Services	A	
Freshman Eng.	C+	
History of U.S.	C	
Intro. to Soc.	C+	
	Accum. Avg.	2.8

Student D

The Young Child	A	
Intro. to Lib.	A	
Intro. Oceanography	B	
Clinical Human Behavior	B	
	Accum. Avg.	3.5

Student E

Intro. to Lib.	B	
	Accum. Avg.	3.0

Student F

Intro. to Lib.	B+	
History of U.S.	B+	
	Accum. Avg.	3.5

TABLE 3. GRADE REPORT, SEMESTER I (Cont.)

Model City Students - Library Science Program

Student G

Intro. to Lib.	B	
	Accum. Avg.	3.0

Student H

Intro. to Lib.	A	
Human Biology	W/C	
Intro. to Music	A	
	Accum. Avg.	4.0

Student I

Intro. to Lib	C	
Human Biology	C	
Freshman Eng.	C+	
Intro. to Music	B	
	Accum. Avg.	2.4

Student J

Intro. to Lib.	C	
Freshman Eng.	D	
Intro. to Music	B	
Intro. Psych.	D	
	Accum. Avg.	1.8

Student K

Intro. to Lib.	B	
Intro. Soc.	B	
	Accum. Avg.	3.0

Student L

Intro. to Lib.	C	
Freshman Eng.	C+	
Intro. to Music	B+	
Intro. to Social Welfare	Inc.	
	Accum. Avg.	2.7

The accumulative grade point average is based on A - 4.0; B - 3.0; C - 2.0; and D - 1.0

It appears that there may be an overemphasis on academic courses, and an under-playing of courses such as typing, information and material retrieval, video recording production and computer oriented library management. It is recommended that more audio-visual technology be introduced in the present curricula. Video tape recording should be made of all classroom sessions. These recordings should be indexed utilizing computer cataloging and implementation. This would enable students to repeat a session possibly missed because of family obligations.

Missing sessions because of family obligations has been a major problem in the case of Model Cities mothers. This recommended audio-visual technique would also allow them to learn at different rates of speed according to their abilities, a common complaint in the areas of cataloging and reference study. Such techniques would allow Merrimack Valley Branch faculty members more free time to work with individual students. The latter was suggested by the LTA Program coordinator.

The campus should become the focal point for many of the changes. Library holdings should be copied on microfilm and microfiche, and be implemented with computerized card catalogs.

A course should be offered fostering social development and awareness with guidance services available at any time in order to better prepare individuals for the social amenities, in some instances personal hygiene, and relief from home problems.

Transportation has been another problem area. Many students have expressed concern over the lack of transportation to and from the job, from the job to the classroom, and from the classroom to home. A transportation network or structured schedule with a rented bus would be helpful with regard to this problem.

There have been indications that a few of the students have had problems in their assigned libraries. In these isolated cases, transfer to another library may very well be the solution. This would tend to broaden the library experience of the participants and give them an opportunity to regain any self confidence that they may have lost. This will probably require close supervision. Overall, it is hoped that this library program will expose students to varied types of libraries resulting in broad based educational, cultural and social experiences.

In examining problem areas that exist for working mothers in the program, it is recommended that some sort of support be provided in the form of baby sitting services or day care centers. In addition, it is suggested that a counseling group be formed who will attempt to establish a rapport with the students and aid them with any personal problems that may arise.

Mr. Arthur Ellison, the Educational Planner for Model Cities in Manchester, made personal evaluations of the project at the end of the first year. He reported that the program was quite successful overall, he stated:

> "The experience provided students the opportunity to adjust the meaningful work and course study. It also provided students an opportunity to develop an improved self-image, to develop courses of action to solve particular problems, and to accept responsibility in a most worthwhile fashion."
>
> "The students attended the University as a group. Individuals identified with the group as a result of their many experiences together and could rely on one another for support. They fit into the mainstream" he concluded.

It is further recommended that the Institute develop a counseling workshop that will enable students to confer with their instructors and supervising librarians when problems may arise. They could also help the students improve their study and work habits and counsel them on appropriate behavior in different situations.

Another objective is to improve the career development of the disadvantaged. Many of the participants have indicated a serious desire to advance past the Associate in Arts degree. In order to promote this objective, closer counseling and supervision is required beyond narrow subject and task specialization. An internship program should be designed to insure a wide experience in the various aspects of librarianship at all levels. Options should be offered depending on the student's individual background and experience. The LTA Program Coordinator states that greater opportunities should be offered in courses dealing with school libraries, e.g., cataloging print and nonprint materials for school libraries, references in the elementary school library, graphic arts, etc.

By collecting and displaying media and providing information about it, an Instructional Materials Center can influence both what is taught and how it is taught. A large area in the MVB should be made available for this enterprise. Such a structure could have an influence on the students career and would depend on the accessibility, extent and relevance of the collection and information services. It should offer students help in making decisions about materials they could utilize.

There are prospective students in centers some distance from Manchester, i.e, Lebanon, Laconia, Durham; Portsmouth, Nashua, etc. The program could be offered through the new University Council, which, in effect, is the open-school concept.

Students would be allowed to take courses at any or all of the University of New Hampshire campuses (Keene, Durham, Plymouth, as well as Manchester). They could attain an AA degree from the University Council without fulfilling any residency requirements. At this writing, with the project half finished, there are encouraging signs that most of the participants will continue and their future employability is very promising.

The positive aspects of the Institute appear to far outweigh the negative. While the paraprofessional movement is still a fledgling in the educational family, the program accomplished in the first year in Model Cities, in Manchester, has reached a potential of great promise. The participants have fulfilled the major goals expected of them. Another year could provide additional insights. In Phase II, the consultant component will be further developed as the program becomes more sophisticated and the workshops are developed to their fullest extent. Suffice to indicate now that the program has been successfully implemented and shows great promise for the future.

APPENDICES

LS401
Introduction to Libraries

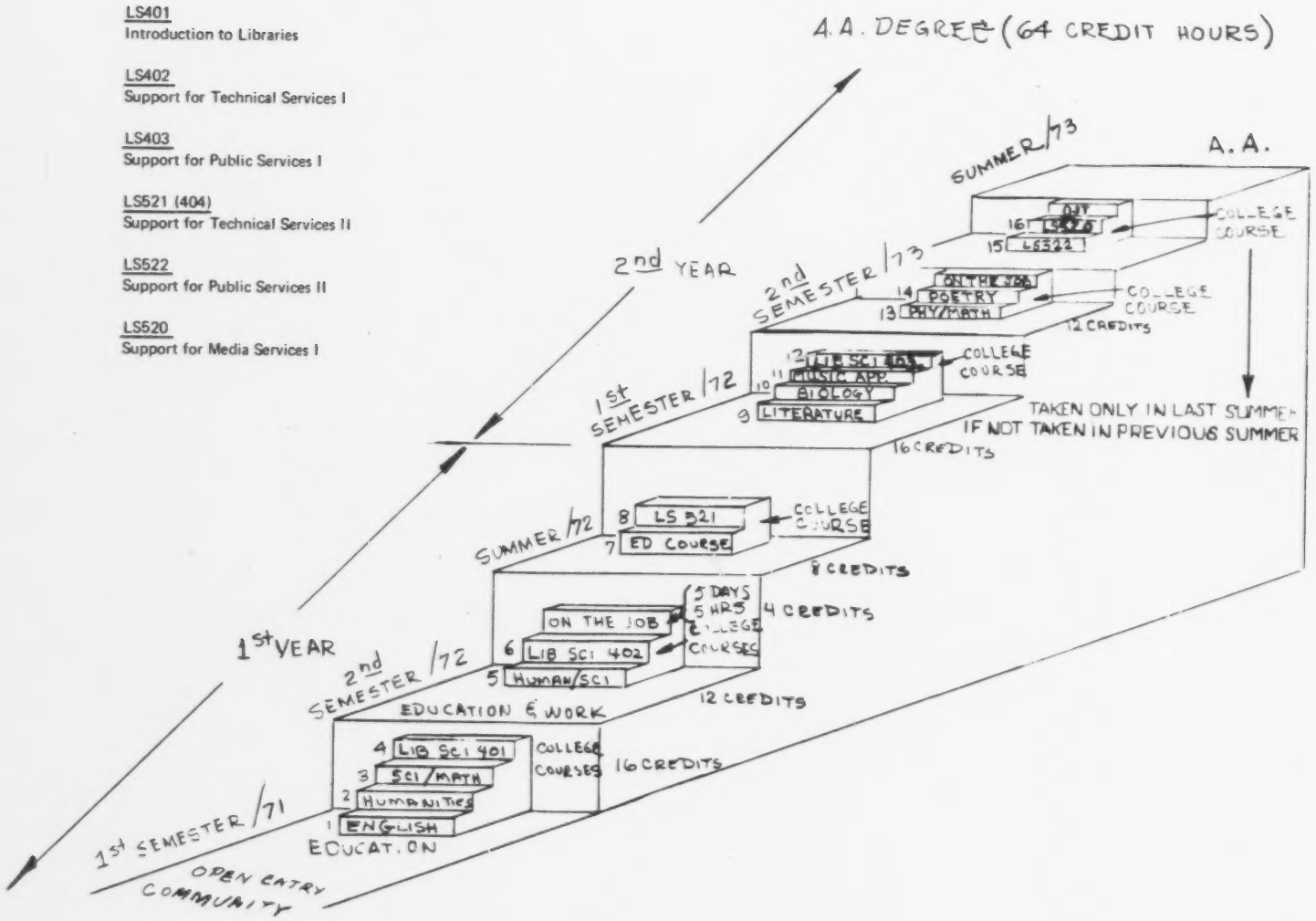
LS402
Support for Technical Services I

LS403
Support for Public Services I

LS521 (404)
Support for Technical Services II

LS522
Support for Public Services II

LS520
Support for Media Services I



Appendix A. Career Development - Library Paraprofessional Institute
Merrimack Valley Branch - University of N.H.

APPENDIX B

RECRUITMENT INFORMATION

Inquiries Received	100
Packets Sent Out	100
Completed Applications Returned	36
Model Cities Apps. Returned	19
Model Cities Apps. Accepted	13[a]
Non-model cities Apps. Returned	21
Non-model cities Apps. Accepted	21[b]
+	3[c]
Accepted Applicants Registered Full Time	29
Model Cities	13
Non-model Cities	16
Accepted Applicants Registered Part Time	10

(a) 6 Model Cities applicants denied admission; 3 inadequate academic preparation; 3 were over income guidelines.

(b) One of those accepted in the Model Cities Program is going full time under the sponsorship of the Vocational Rehabilitation Program.

(c) 3 accepted Model Cities people who were over the income guidelines came into the program on their own.

Two of the three who were denied admission for academic reasons are being counseled for the purpose of reaching an academic level that would permit their entrance into the program.

ASSOCIATE IN ARTS DEGREE

MERRIMACK VALLEY BRANCH
UNIVERSITY OF NEW HAMPSHIRE
Manchester, New Hampshire

The Merrimack Valley Branch will offer courses leading to the Associate in Arts Degree in General Studies beginning in September 1971.

DEGREE REQUIREMENTS

1. The completion of 64 credit hours with a minimum cumulative grade point average of 2.0 based on a 4.0 scale.

2. The successful completion of group requirements as follows:
   (a) A minimum of 12 credit hours in sciences and/or Math
   (b) A minimum of 12 credit hours in humanities — communication arts
   (c) English 401
   (d) A minimum of 12 credit hours in social sciences
   (e) Twenty-four credits of electives

GENERAL INFORMATION

A student is advised to check the group requirements of the college he may transfer to after earning the Associate in Arts Degree at the Merrimack Valley Branch to be sure he satisfies the requirements of that four year institution.

A maximum of 30 credits of C or better may be allowed on transfer from an accredited institution. Transfer credits will not be used to compute the cumulative grade point average.

All courses given in the AA degree program are University of New Hampshire courses and earn 4 credits each.

APPLICATIONS

Applicants for the Associate in Arts degree may obtain admission forms from the Branch Office at 501 South Porter Street, Manchester, N. H. 03103.

ADMISSION

Students who apply for the Merrimack Valley Branch Associate in Arts Degree and are certified for entrance by the Admissions Department will be classified as Branch students. Certification will be based on appropriate college preparatory credentials. Those who plan to transfer to other units of the University System must meet the pre-admission course requirements of the chosen unit.

Admission to the Merrimack Valley Branch does not presuppose admission to other units of the University system.

TUITION AND BOOKS

The charge for each course is $100. Four courses per semester constitute a normal full load (16 credits). Course charges for a normal full load would be $400 per semester. The only other costs are for textbooks.

Textbooks may be purchased at the Merrimack Valley Branch office building at 501 South Porter Street, Manchester, New Hampshire.

For further information contact the Merrimack Valley Branch office at 501 South Porter Street, Manchester, New Hampshire 03103, or phone 623-4240.

MERRIMACK VALLEY BRANCH
University of New Hampshire
Manchester, New Hampshire 03103

Library Technology Program

Dear Applicant:

Thank you for your interest in the Library Technology Institute.

Enclosed are an application for admission to the Library Technology Institute and an application for the University of New Hampshire. These should be completed at once and returned to:

Director, Co-op Education Program
Merrimack Valley Branch
University of New Hampshire
501 South Porter Street
Manchester, New Hampshire 03103.

You should write to the high school from which you graduated and request that they send an official transcript to the same address. Should you have completed any post-secondary work, also write to that school and request that they send us an official transcript. You will receive a card from us when we have received your materials.

Thanks again for your interest.

Very truly yours,

John R. Loughlin, Director
Co-op Education Program and
Library Technology Institute

JRL:f

Enclosures

MERRIMACK VALLEY BRANCH
University of New Hampshire
Manchester, New Hampshire 03103

Library Technology Program

Associate in Arts Degree
Pre-Professional Cooperative Education Librarianship Institute

Program

The work and study program will lead to an Associate in Arts degree providing two options: a terminal experience program with an Associate in Arts degree; or within the concept of the career ladder, opportunity to continue studies toward the level of the Bachelor's degree. Students will also qualify for the Educational Associate Certificate issued by the New Hampshire State Department of Education. Curriculum and practicum: The curriculum consists of a major component of general studies offerings with selected courses in library science. The associated work experience is designed to be under the supervision of an active professional librarian.

Admission

Students who apply for the Merrimack Valley Branch Associate in Arts degree and are certified by the Admissions Department, will be classified as Branch students. Certification will be based on appropriate college preparatory credentials. Those who plan to transfer to other units of the University system must meet the pre-admission requirement of the chosen unit.

Applications will be received from high school graduates or those holding a high school equivalency certificate and others 18 years of age or older who have had a minimum of two years of high school.

Opportunity to study for the general equivalency diploma will be provided. The Associate in Arts degree requires certain courses and competencies beyond those prepared for in a general high school diploma curriculum. Applicants must show ability to handle college-level courses by post secondary school studies or experience or unusual abilities.

Degree Requirements

1. The completion of 64 credit hours (sixteen 4 credit courses) with a minimum cumulative grade point average of 2.0 on a 4.0 scale.

2. The successful completion of group requirements as follows:

   (a) A minimum of 12 credit hours in sciences and/or math
   (b) A minimum of 12 credit hours in humanities - - communication arts
   (c) English 401
   (d) A minimum of 12 credit hours in social sciences
   (e) A minimum of 16 credit hours in Library Technical Services Courses
   (f) A minimum of 8 credits in associated work experience.

   Proposed courses in library science will include such topic areas as:

   Introduction to Library Services

   Support for Technical Services

   Support for Public Services

   Introduction to Audio-visual services

   Cataloguing Techniques

   Reference Materials

   Children's Library Services

   Materials Acquisitions Procedures

Note: A selection of a minimum of 16 credit hours from above courses - each course counts 4 credit hours.

This program is also open to those students who would prefer to complete it on a part-time basis.

Related Work Experience

Practicum I and II

The cooperating library provides laboratory work experience under the supervision of a full time professional librarian. The laboratory work experience will give practical training involving a variety of semi-professional tasks such as acquisitions, classifying, processing and organizing material, ordering, cataloguing systems, keeping records, bibliographic tools, reference materials and audio-visual resources and services to name a few.

Several methods will be employed: on-the-spot instruction, individual work-study, demonstrations, informal lectures, do-it-yourself techniques and occasional team or group sessions. Trainees will be expected to be included in staff meetings, and as the occasion warrants, participate in certain professional meetings. It is expected that trainees will assemble for special demonstrations or group experience at one or more libraries during the Institute program.

Oral and written examinations will be given at appropriate times.

Note: Full 8 course credits for the work experience will be earned only at the successful completion of Practicum I and II.

Cooperation Agency

The basic library technology program is a cooperative project with the Model Cities Agency, City of Manchester,

The basic plan of the library technology program is supported by and conducted under a grant from the United States Office of Education, Title II-B, Higher Education Act of 1965, P.L. 89-329 as amended.

The Merrimack Valley Branch is in compliance with Title VI of the Civil Rights Act of 1964 and does not discriminate on the basis of race, color or national origin.

Optional Enrollment Opportunity

Those employed in libraries or those who wish to work toward an Associate in Arts degree in Library Technology other than under the federal grant arrangement may apply.

Schedule of Classes

Classes are scheduled on a 15 week fall and spring semester day or evening basis with an 8 week evening summer session. Formal classes are held on Monday through Friday only. CLASSES BEGIN THE WEEK OF SEPTEMBER 13, 1971.

Course Charges

The tuition charge for each course is $100 unless admitted under the Merrimack Valley Branch and Model Cities Agency cooperative federal grant plan. The only other costs are for textbooks.

Further Information

We appreciate your interest in this program. Further information may be obtained by contacting:

Director, CO-OP Education Program
Merrimack Valley Branch
University of New Hampshire
501 South Porter Street
Manchester, New Hampshire 03103
Telephone: 668-0700

APPENDIX C

INSTITUTE PARTICIPANT PROFILE INPUT DATA

INSTITUTE ASSIGNMENT

1. Institute Location: Name _____ Address _____

   _____ _____

   Duties _____

   _____

   Responsibilities _____

   _____

   Reporting to _____

   _____

   Hours per week _____

   Schedule _____

   _____

2. Sex _____
   Male or Female

3. Married or Single _____ Number of Children _____

4. Age _____ 5. Ethnic Background _____

6. Language spoken in home, if other than English _____

7. Educational Level Completed - check (a) Elementary School Grade
   (b) High School 1 yr.

   2 yrs.

   3 yrs.

   Graduated

   Type of Diploma - (Circle) General Academic Commercial Equivalency

(c) College - yrs. completed
Major_____

(d) Additional Training
Adult Education_____
Vocational _____
Military _____

8. Work Experience

Job Title	_____	Number of Years _____
Job	_____	_____
Job	_____	_____
Job	_____	_____

9. How did participant gain entry into program?

Model City

Recruitment Brochure

High School Guidance

Welfare Agency

Other-Identify

10. Reason for present assignment, if random selection, please indicate:

_____

_____

_____

11. Additional comments or information:

_____

_____

_____

_____

Student No. _____ Library Science Courses Taken _____

ATTITUDINAL TASK ANALYSIS

Part I

TASKS	Have performed task	Have not performed task	Like task	Do not like task	No opinion	Feel task is important	Not important	Spend much time on task	Not much time on task	Prepared by course work	Not prepared by courses	Like field work	Do not like field work	Find work hard	Find work not hard	Have enough time	Not enough time	Would like more variety
I. Circulation Department																		
a. charging, discharging books																		
b. typing overdue notices																		
c. explaining library procedures and policies to patrons																		
d. directing patrons																		
e. registering borrowers																		
f. collect fines																		
g. assist patrons in locating books																		
h. keep circulation records																		
i. other (specify)																		
II. Reference Department																		
a. answer simple reference questions																		
b. hold down desk																		
c. help with periodical indexes																		
d. other (specify)																		
III. Interlibrary Loan																		
a. fill out interlibrary loan forms																		
b. search for books																		
c. other (specify)																		
IV. Plan, Assemble, Help Make Displays (specify below)																		
V. Operate Machinery																		
a. film projectors																		
b. filmstrip projectors																		
c. tape recorders																		
d. cassette players																		
e. reproducing machines (Xerox etc.)																		
f. microfilm reader																		
g. microfiche reader																		
h. video tape, etc.																		
i. other (specify)																		
VI. Cataloging Department																		
a. type cards from information supplied by cataloger																		
b. add subject headings to unit cards																		
c. add secondary entry headings to unit cards																		
d. file cards																		
e. order L.C. cards																		
f. assist in inventory																		
g. other (specify)																		
VII. Book Processing																		
a. paste book pockets																		
b. paste ownership labels																		
c. stamp with ownership marks																		
d. attach plasti-clear covers																		
e. type book cards																		
f. other (specify)																		
VIII. Mend Books																		

Part II

Of the following ten tasks which do you spend the most time on:

	most time	least time
1. typing in general		
2. serving on desk		
3. answering questions		
4. charging, discharging books		
5. operating machinery		
6. book processing		
7. overdue notices		
8. typing catalog cards		
9. helping people find books		
10. disciplining students		
- other (specify)		

Part III

Of the categories listed below, which do you feel you should have more training in? (Place a check mark beside number)

1. typing
2. reference
3. cataloging
4. circulation procedures
5. how to dress for library work
6. how to talk to patrons
7. literature for young adults
8. how to operate machinery
9. types of library materials
10. classification systems
11. attitudes suitable for library work
12. mending books
13. processing books

Part IV

Please use this section to write down any comments or recommendations concerning the program which you would like to add. You may attach more pages if you wish.

THE UNIVERSITY OF NEW HAMPSHIRE
THE MERRIMACK VALLEY BRANCH
Manchester, New Hampshire 03103

OFFICE:
Administration Building
501 South Porter Street

Telephone: [redacted]
Tel: 668-0700

May 19, 1972

Dear Librarian:

Would you kindly fill out the enclosed form concerning the cooperative education students from the Library Institute who have been training in your library for the spring semester?

We would appreciate all comments both favorable and unfavorable concerning these students, as well as the courses which they have taken, the general quality of the students, their attitudes, suitability for training, etc. In fact, all comments concerning the program which you wish to make would be greatly appreciated by the evaluators working on this program, as well as by myself and the other faculty members.

Thank you very much for your cooperation this spring, for giving these students an opportunity to experience library work, and for contributing your time and effort towards the development of this program.

Sincerely yours,

Shirley Adamovich

Shirley Adamovich
Coordinator, Library Institute

P.S. Please mail completed forms to me at the Merrimack Valley Branch. Thank you.

Shirley Adamovich
Coordinator

STUDENT EVALUATION FORM 101A

(To be filled out by supervising librarian at end of first 15 week work period)

NAME OF LIBRARY_____

NAME OF SUPERVISING LIBRARIAN (S) _____

NAME OF STUDENT _____

Would you kindly comment on the following areas of student performance as a trainee from the Library Institute during his work period at your library?) Please use additional paper as needed

1. Suitability for library work: (temperament, attitude, interest etc.)

2. Readiness to learn, adjustment to work environment, eagerness to try, etc.etc.

3. Ability to learn: are there tasks for which the student seems more fitted than others? i.e. direct service to public, typing, cataloging support, book processing etc.

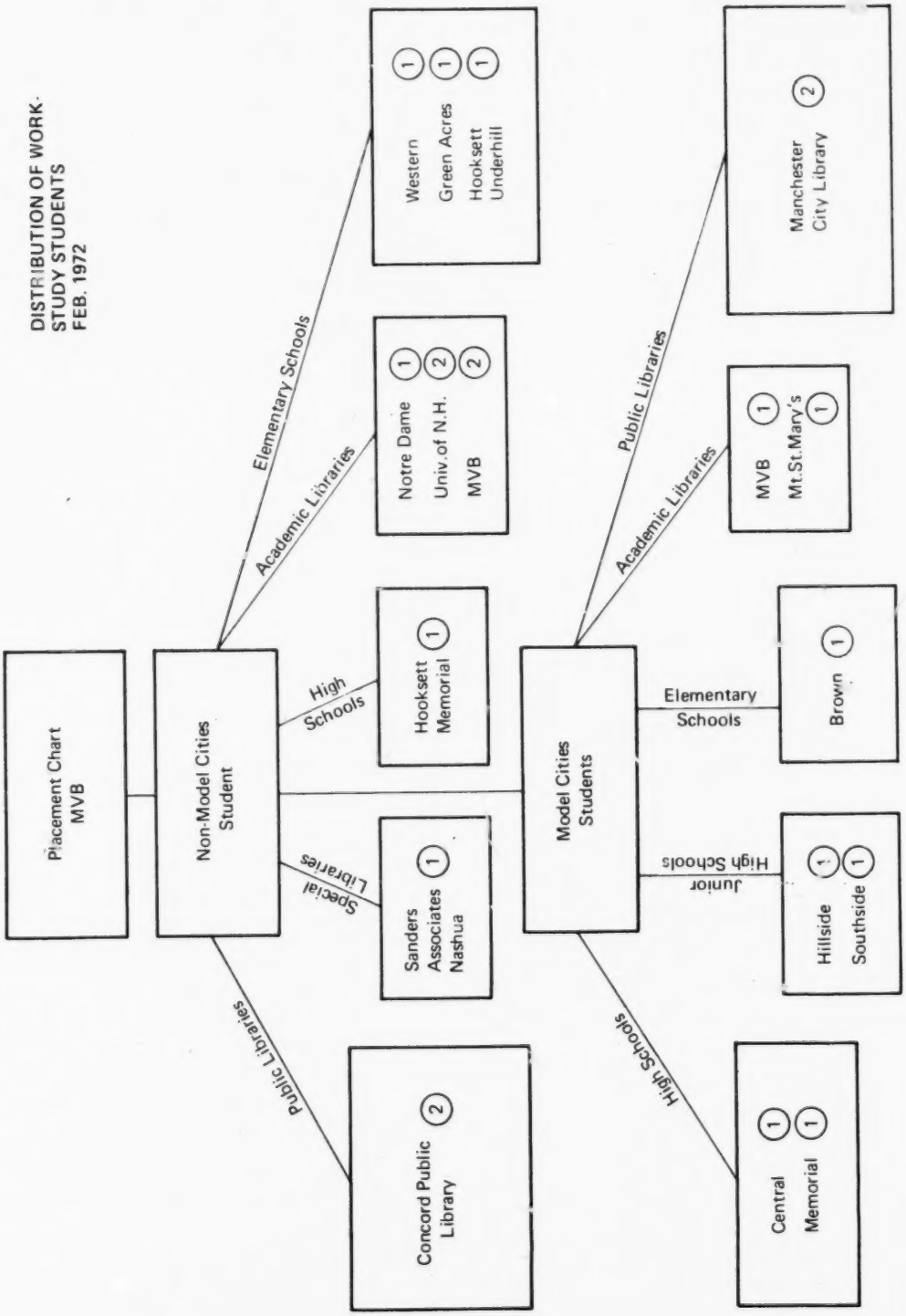
4. Your comments concerning student:

APPENDIX D

UNH
MERRIMACK VALLEY BRANCH
LIBRARY TECHNOLOGY PROGRAM
STUDENT BODY, SEPT.-JAN.'71 - '72

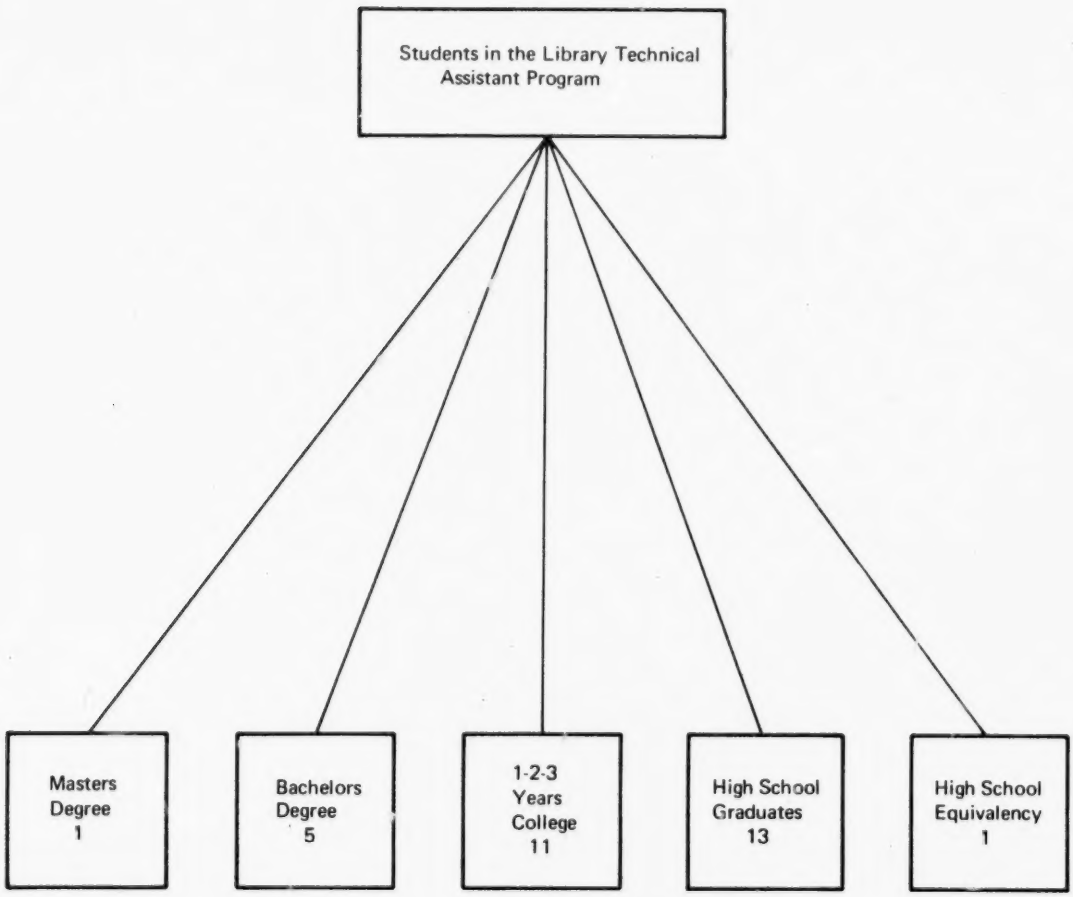
Note
Some students fit into more than one catagory, and therefore are counted more than once.

APPENDIX E


DISTRIBUTION OF WORK-STUDY STUDENTS FEB. 1972
Placement Chart MVB
Non-Model Cities Student
Model Cities Students
Elementary Schools
Academic Libraries
High Schools
Special Libraries
Public Libraries
High Schools
Junior High Schools
Academic Libraries
Public Libraries
Western 1
Green Acres 1
Hooksett 1
Underhill
Notre Dame 1
Univ.of N.H. 2
MVB 2
Hooksett Memorial 1
Sanders Associates Nashua 1
Concord Public Library 2
Central 1
Memorial 1
Hillside 1
Southside 1
Brown 1
MVB 1
Mt.St.Mary's 1
Manchester City Library 2

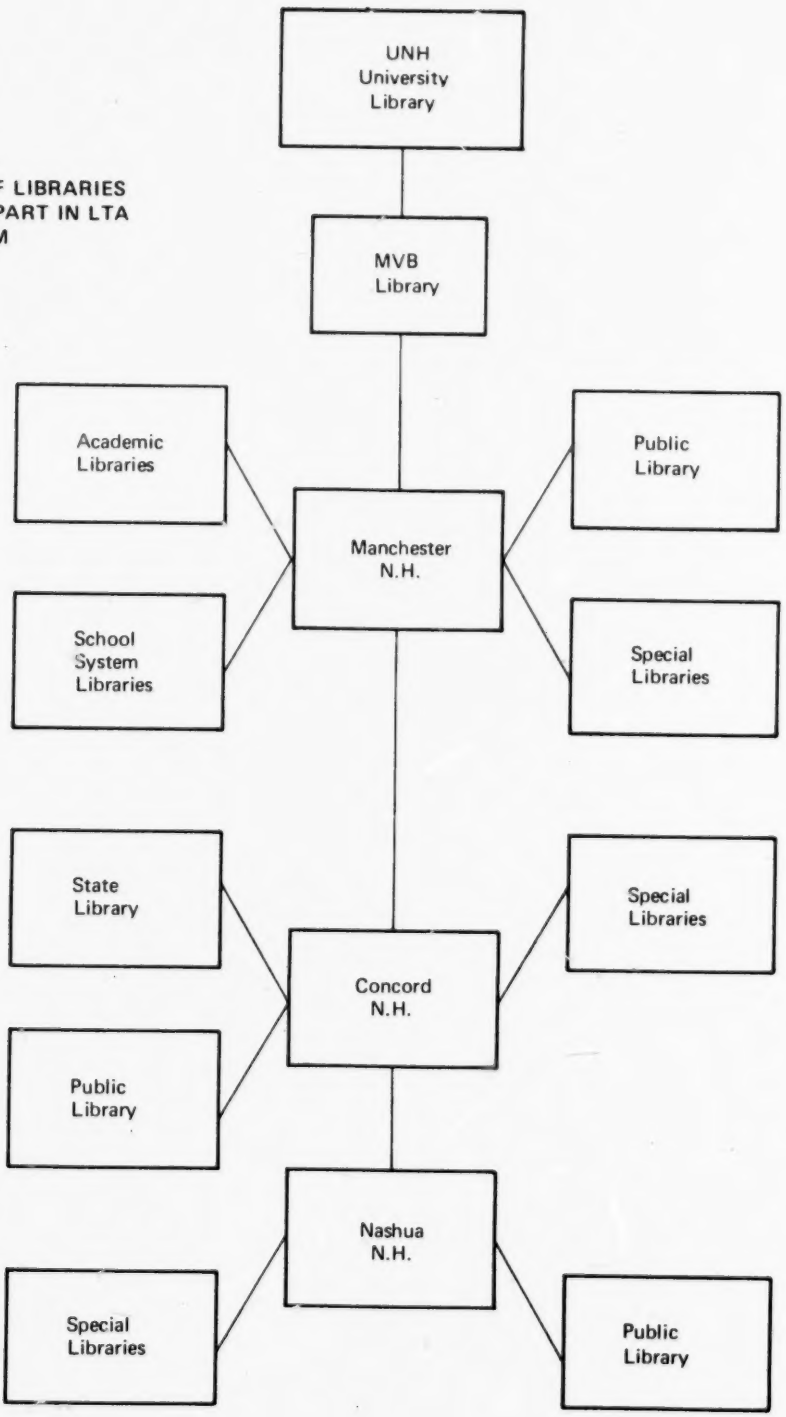
APPENDIX F

LIBRARY INSTITUTE – MVB
EDUCATIONAL BACKGROUND
OF STUDENTS


Students in the Library Technical Assistant Program
Masters Degree 1
Bachelors Degree 5
1-2-3 Years College 11
High School Graduates 13
High School Equivalency 1

APPENDIX G

TYPES OF LIBRARIES TAKING PART IN LTA PROGRAM



APPENDIX H

GENERAL OBJECTIVES - MVB - L.T.A.

The following areas of practice are examples of duties in which a Library Technical Aide should have experience while executing the work part of his work study program. Proficiency in many of these areas will make the LTA a valuable component of the work force of any library.

Public Services (Including circulation, reference, children's adult services, A-V services, etc.)

1. give directions to persons asking for various library depts.
2. explain resources and services of the library
3. register new borrowers, issue cards, etc.
4. explain library's rules for borrowing, overdues, fines, reserve books, etc.
5. charge and discharge materials
6. collect fines and keep records of this
7. send overdue notices, keep records of this
8. shelve books
9. read shelves
10. process interlibrary loans
11. assist borrowers to find a specific book on the shelf
12. help borrowers with periodical indexes
13. plan and assemble displays
14. help with duplicating machines
15. keep circulation records
16. set-up equipment
17. run equipment (projectors, etc.) for programs
18. tell stories to children
19. help with summer reading programs
20. assist with any special programming for adults (i.e. assemble books from lists, direct the arrangement of chairs, tables, etc., set up equipment, etc.)

Technical Services

1. check books in against shipping lists, invoices or both
2. check order requests for possible duplication
3. prepare purchase orders
4. do bibliographic searching in trade bibliographies for order department
5. type cards from information supplied by catalogers
6. add subject headings to unit cards, etc.
7. order L.C. cards
8. file cards in various catalogs
9. check in periodicals, keep records
10. assist in inventory
11. prepare books for circulation (book processing)
12. mend books

L.T.A. STAFF-MERRIMACK VALLEY BRANCH, UNIVERSITY OF NEW HAMPSHIRE

ADMINISTRATION

Dr. Gordon O. Thayer - Director, M.V.B.

Mr. Fred Robinson - Assoc. Dir., M.V.B., Academic Advisor

Mr. John Loughlin - Director, Cooperative Education Program

Mrs. Shirley Adamovich - Lecturer - Coordinator L.T.A., M.V.B.

FACULTY

Mr. Arthur Berlin - Director of Libraries, Salem School System, Salem, New Hampshire

Miss Carol Brown - Ass't. Supervisor, L.T.A., M.V.B.

Mr. John Daley - Ass't. Director - Newton Public Library, Newton, Mass.

Mrs. Francis McCaffery - Librarian, Wilton-Lyndborough Consolidated Schools, Wilton, N.H.

Mr. Peter Mollena - Head, Technical Services, Keene Teachers College, Keene, N.H.

Mr. Stanley Perry - Librarian, Sanders Associates, Nashua, N.H.

MODEL DEVELOPMENT AND EVALUATION REPORT

Dr. Alfred J. Schutte' - Director - Education Systems Division - Taconic Data Research, Inc., Uniondale, New York